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ABSTRACT

This second of a 3-volume curriculum guide covering Grades 1-9 contains four master units which incorporate career education concepts into the existing curriculum for Grades 5-8. Focusing on careers in the city, state, and nation, the units for Grades 5 and 6 continue the career awareness activities developed for the primary grades. Activities in the career orientation and exploration unit for Grade 7 are grouped by subject areas: Reading, language arts, social studies, and mathematics. The program for eighth grade social studies explores various occupational clusters through seven subunits: The individual, prejudice, elections, war, government, democracy, and technology. The general format for each unit includes an introduction, educational goals, career education concepts, information (behavioral) objectives, instructional procedures, suggested student outcomes, evaluation methods, and a bibliography. The instructional procedures are activities and experiences designed to achieve the stated goals and objectives. For each activity, the necessary resource materials are listed. A bibliography of career education materials (46 pages) completes the document. Entries are arranged alphabetically by type of material and include articles, books, and pamphlets. The information provided for pamphlets, which constitute the largest number of references, is the title and availability. (Author/RG)

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Curriculum Resource Guide

Volume I - Grades 1 - 4

Volume II - Grades 5 - 8

Volume III - Grades 8 - 9

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RESEARCH AND DEVELOPMENT PROJECT

IN

CAREER EDUCATION

Project No. V361010L

Grant No. OEG-0-73-2990

Conducted Under

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VT-103-219

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CAREER EDUCATION

Curriculum Resource Guide
Volume II

Grades 5 - 8

Petersburg Public Schools

Career Education Project

Curriculum Resource Guide

Grades 1 - 8

The Petersburg School Board

John D. Meade
Superintendent

Elmore E. Rainey
Assistant Superintendent

R. Graydon DeLoatche
Director of Instruction

Petersburg, Virginia

1974

FOREWORD

The need for innovation in education has never been more apparent than it is today. Our school division is part of a changing society that creates constantly accelerating demands for new insights into the learning process, new ways of teaching, and workable strategies for relating the traditional academic focus of the classroom to the "real world" outside the classroom walls. Students, parents, teachers, business and civic groups are calling for new ways of applying resources to educational needs, for experimentation and flexibility in altering obsolete roles and for relationships within school divisions that will facilitate more creative and effective resolution of educational problems.

One of the new strategies for meeting these educational challenges is a school curriculum organized around the Career Education theme that is correlated with academic subjects. This approach presents an opportunity for students to learn by direct and immediate involvement that eliminates the distinction between "classroom" and "reality," and brings the "real world" into the classroom.

It is a distinct privilege to continue the Career Education Pilot Program under state help and supervision. Our participation in the program under federal funding for the past two years causes us to believe that its merits make further exploration and development highly desirable in the firm belief that this educational program is all-encompassing and involves education of the future. Petersburg is particularly grateful to former State Senator Eugene P. Sydnor for his interest and leadership in making possible the expansion of the Career Education Program in the Petersburg City Schools. Through the interest of Mr. Sydnor, an outstanding individual in the field of business and a great friend of public education, the Career

Education Program is gaining more national interest than any other concept in the history of education.

Our goal for education is that every young person leaving or completing his high school program should be ready to enter higher education or have a salable skill for entering useful and rewarding employment. This concept has been embodied within this Career Education Resource Guide and our future Career Education Model for grades K-12.

John D. Meade
Superintendent

Task Force for Curriculum

Development Career Education Program

Grades 1 - 8

1972 - 73

David Anderson School

Louise C. Fothergill,	Grade 3
Kathrine S. Gianniny,	Grade 2
Pauline J. Gore,	Grade 2
Anna B. Jarratt,	Grade 3
Elizabeth B. Johnson,	Grade 2
Dorothy W. Smith,	Grade 1
Faye E. Snoddy,	Grade 1

A. P. Hill School

Pearlie B. Freeman,	Grade 5
Bonita L. Keel,	Grade 6
Karen B. Lind,	Grade 6
Marguerite H. Rosson,	Grade 7
Evelyn G. Swann,	Grade 6
Barbara Van Etten,	Grade 5
Jeanette Watts,	Grade 7

Virginia Avenue School

Debra K. Everett,	Grade 5
Helen P. Howard,	Grade 4
Adelaide W. Jackson,	Grade 6
* Leon W. Johnson,	Grade 5
* Lucille P. Oliver	Grade 7
Claudette I. Thomas,	Grade 6
Arnetta Thompson,	Grade 7
* Sandra Whitfield	Grade 5

Walnut Hill School

Catherine Adams,	Grade 4
Susie W. Brown,	Grade 2
* Viola H. Clark,	Grade 1
* Beatrice M. Graves,	Grade 4
* Ethel J. Greene,	Grade 2
* Edith F. Howard,	Grade 3
Alice T. Jones,	Grade 1
Carrie S. Myrick,	Grade 3

Peabody Junior High School

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PHILOSOPHY

We, in the Petersburg Career Education Program, believe that we must make certain that paycheck education is not left to chance. We should and must develop an awareness in our students of the real world of work as it exists today and is likely to exist tomorrow.

We must remember that a career is a long sequence of work experiences, each of which builds upon the individual's preparation, not for just the first job, but for a lifetime of useful work and expanding opportunities.

The careers of students in schools today will span the last quarter of the 20th century and the first quarter of the 21st. During these years many kinds of work will become obsolete while new ones will emerge. All jobs will change substantially. Consequently, the best career education is that which prepares individuals to rise to new opportunities and to adapt themselves to change. It must make for maximal flexibility.

INTRODUCTION

Petersburg Career Education Project

Curriculum Resource Guide

The Petersburg curriculum resource guide for the Career Education Program for grades 1 - 7 and the 8th grade social studies curriculum is designed to fuse and blend career education activities into the existing curriculum.

Revisions of the existing elementary school curriculum and the eighth grade social studies curriculum were undertaken in order to incorporate career awareness, career orientation and career exploration experiences in these grades and to re-focus the various disciplines around the career development theme. The career development experiences will serve as the vehicle or motivation for teaching the basic academic skills to the students. Therefore the career education theme will serve as a common thread to unify the educational efforts at all levels.

In developing the curriculum resource guide, master units were written in which career education concepts were incorporated into the existing curriculum at each grade level. The area of social studies was used as the main vehicle to accomplish this goal. Educational goals, career education concepts, and behavioral objectives were stated. Activities were then suggested which included activities in the other content areas in which the concepts of career education could also be accomplished.

The criteria for the selection of activities to promote career development were based upon anticipated students' needs, abilities, insights, interests, and aspirations; environmental constraints; principles of the psychology of learning, and human growth and development.

The general format of the curriculum resource guide which is used by all grade levels is as follows:

Curriculum Guide Outline

Grade 1

Master Unit: Finding Out About the World of Work

I. Introduction

II. Educational Goals

III. Career Education Concepts

IV. Informational Objectives - (Specific, stated in behavioral terms)

V. Instructional Procedures - (activities and experiences to achieve objectives)

Content Areas	Activities	Resources	
1. Soc. St.	1.	1.	
	2.	2.	
2. Lang. Arts	1.	1.	3.
	2.	2.	

VI. Suggested Student Outcomes

VII. Evaluation

VIII. Miscellaneous
1. Letters to parents
2. Letters to resource persons
3. Etc.

IX. Bibliography
A. Teachers
B. Students

Grade 2

Master Unit: Careers In Our Neighborhood and Community.

Grade 3

Master Unit: Careers In and Around the City

Grade 4

Master Unit: Careers In Our City and State

Grade 5

Master Unit: Careers In Our City, State and National Regions

Grade 6

Master Unit: Careers - City, State, Nation and World

Grade 7

Master Unit: Careers - City, State and Nation

Grade 8

Master Unit: Careers - City, State and Nation

These master units are geared to the grade level of the students, and will interject basic career information in all areas (art, mathematics, language arts, social studies, science, etc.), and develop a sequential plan moving from very simple identification of family, school and community helpers in the primary grades to more complex occupations in the upper elementary grades and the 8th grade.

The intent in creating these materials has been to provide an agent to facilitate career development in the school community. We do not profess to have found the ultimate answer but, rather, to have developed materials which we feel can change and improve an educational program. It is a challenge to you to take advantage of the right and the opportunity not only to create, but also to put into practice and evaluate the results of what has been created.

This guide has been developed to serve as a framework around which to build. Its success is contingent upon your efforts to expand and modify the contents of this guide for application at your particular level and the needs of your locality.

The curriculum resource guide is bound into two volumes, Grades 1-4 and Grades 5-8.

Ellen S. Poole
Career Education Supervisor

Phase I - Career Awareness

Grade 5

Master Unit: Careers In Our City, State and National Regions

INTRODUCTION

In providing learning experiences, the Career Awareness Program will help students to better understand themselves--their interests, achievements, abilities, personal characteristics, physical abilities, physical traits and values.

It will provide for further investigation and interpretation of the work of family members, the community and the state as related to various careers on the national scale.

Further development of positive attitudes and values which are appropriate to both personal growth and career interests will be encouraged, building on insights gained in preceding levels. Experience will be expanded so that an awareness of career areas and career goals are enhanced. Instructional methods will be built upon individual student interest and mental maturation.

EDUCATIONAL GOALS

1. To help students recognize the relationship between self-awareness and career goals.

2. To provide students with experiences leading to an awareness of the basic human needs of belonging, security, affection and success.

3. To help develop in students the understanding that the world of work exists to meet the needs of and to provide services to society and to show their interdependency.

4. To provide students with information regarding the job opportunities present in the various career clusters.

5. To help students understand that all work has dignity and that every worker performs a useful function.

6. To provide students with the awareness of constant changes occurring in the world of work due to scientific and technological advancement.

7. To provide students with career information to make them aware of the meaning of work and its importance to them and society.

8. To provide students with an understanding of how people in their immediate environment can influence their attitudes, values and decision-making.

9. To present to students a realistic view of the world of work and to encourage them to consider their own interests, abilities, and the need to develop their potential.

CAREER DEVELOPMENT CONCEPTS

1. An understanding and acceptance of self--interests, abilities, attitudes and values--is important throughout life.
2. Education and work are interrelated.
3. Persons need to be recognized as having dignity and worth.
4. Occupations exist for a purpose.
5. There is a wide variety of careers which may be classified in several ways.
6. Work means different things to different people.
7. Occupational supply and demand has an impact on career development.
8. Job specialization creates interdependency.
9. Environment and individual potential interact to influence career development.
10. Occupations and life styles are interrelated.
11. Careers are unique to environmental location, climate and need.
12. Individuals can learn to perform adequately in a variety of occupations and are thereby confronted with a continuous and sequential series of choices.

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INFORMATIONAL OBJECTIVES

1. Students will, by exploration, begin to identify those differences and disagreements that exist between themselves and the intervening environment.

2. Students will demonstrate an understanding of the purposes of the world of work.

3. Students will demonstrate an understanding of the differences in the career clusters.

4. Students will demonstrate an understanding of people and their work.

5. Students will demonstrate the understanding that change is continuous in the world of work.

6. Students will prepare a system for the collection and use of occupational information in career planning and preparation.

7. Students will relate what family, friends and environmental influences are being applied (positive or negative) to their career planning and preparation.

8. Students will know that occupational competency requirements influence the kind and degree of one's educational preparation in career planning and preparation.

UNIT I

EDUCATIONAL GOAL(S): To help students recognize the relationship between self-awareness and career goals.

To provide students with experiences leading to an awareness of the basic human needs of belonging, security, affection and success.

CONCEPT(S): An understanding and acceptance of self--interests, abilities, attitudes and values--is important throughout life.

Education and work are interrelated.

Persons need to be recognized as having dignity and worth.

Work means different things to different people.

Occupational supply and demand has an impact on career development.

Environment and individual potential interact to influence career development.

INFORMATIONAL OBJECTIVE: Students will, by exploration, begin to identify those differences and disagreements that exist between themselves and the intervening environment.

CONTENT AREAS	STRATEGIES	RESOURCE MATERIALS
Language Arts	Students will write a theme entitled "My Goals in Life."	Filmstrip: <u>Who Are You?</u>
Language Arts	Students will play a game about "Who Am I?"	Filmstrip: <u>Developing Basic Values</u>
Language Arts	Students will take part in a "share session" on what they have learned about themselves.	Cassette: "You Can Do Almost Anything You Want To Do"

INFORMATIONAL OBJECTIVE: Students will, by exploration, begin to identify those differences and disagreements that exist between themselves and the intervening environment.

CONTENT AREAS	STRATEGIES	RESOURCE MATERIALS
Language Arts	Students will follow the weekly schedule in "Secrets."	Kit: "Secrets"
Language Arts	Students will describe individual successful experiences.	
Language Arts	Students will solve a scrambled work puzzle on abilities, interests and work environment.	Teacher
Language Arts	Students will write a short paragraph or poem on "My Secret Ambition."	
Language Arts	Students will complete a personal characteristics inventory.	
Language Arts	Students will write a paragraph comparing personal characteristics with the characteristics demanded by the labor market.	
Art	Students will draw a self-portrait.	Paper, crayons
Art	Students will play charades, pantomiming various careers.	Filmstrip: <u>Working in U.S. Communities</u>
Language Arts	Students will list the various occupations in the world related to language arts.	
Language Arts	Students will interview workers in the school and in the community.	
Language Arts	Have a resource person visit the classroom.	
Language Arts	From a grab bag of occupations, students will tell what they know about the occupation chosen.	Pupils and teacher

5 - 6

INFORMATIONAL OBJECTIVE: Students will, by exploration, begin to identify those differences and disagreements that exist between themselves and the intervening environment.

CONTENT AREAS	STRATEGIES	RESOURCE MATERIALS
Language Arts	Students will visit nearby plants and industries to see man at work and to make comparisons of working conditions.	
Language Arts	The teacher will lead pupils in a discussion as to the importance of each man to his job.	Film: *Our Family Works Together*
Language Arts	Students will write letters to local industries to gather facts about job requirements, educational and skill requirements.	Language textbook, teacher
Language Arts	Students will dramatize workers on the job.	
Social Studies	Students will list occupations according to geographical locations.	Film: *Oyster Fishing in Virginia* Film: *Shell Fishing in the Chesapeake*
Social Studies	Students will plan a bulletin board on occupations in the community.	Newspapers, magazines and pamphlets
Social Studies	Students will prepare reports of workers who help protect natural resources.	Resource persons such as U.S. Park Rangers, Game Wardens, etc.
Math	Students will compute weekly, hourly and monthly wages of various workers.	
Math	Students will compare some job requirements in terms of time and monetary returns.	
Math	Students will list and compare fringe benefits of occupations (retirement, insurance, vacations, bonuses).	

5 - 7

INFORMATIONAL OBJECTIVE: Students will, by exploration, begin to identify those differences and disagreements that exist between themselves and the intervening environment.

CONTENT AREAS	STRATEGIES	RESOURCE MATERIALS
Math	Students will compute costs of uniforms and tools for jobs.	Graves-Humphrey Catalog, Sears-Roebuck Catalog, London Uniform Co.
Math	Students will calculate the cost of purchasing equipment for some occupations.	Tandy Leather Co., Beckly Candy Co., Miller & Rhodes
Science	Students will make a relief map to show the regions of our natural resources and list occupations found in these areas.	
Science	Students will list various occupations derived from the use of natural resources within the state.	Commonwealth Gas Distribution, Lake Chesdin Filmstrips: <u>How We Get Gas</u>, <u>How We Get Electricity</u>
Science	Students will list jobs that are created through the use of a combination of natural resources (steel, brass, synthetics).	Film: <u>The Factory: How a Product is Made</u> Filmstrips: <u>How We Get Our Cement</u>, <u>How We Get Our Glass</u>, <u>How We Get Our Paper</u>, <u>How We Get Our Aluminum</u>
Science	Students will visit a plant or industry to view the steps in the process of making synthetic materials.	Allied Chemical Co., Fibers Division Film: <u>Fibers To Fabric</u>

5 - 8

INFORMATIONAL OBJECTIVE: Students will, by exploration, begin to identify those differences and disagreements that exist between themselves and the intervening environment.

CONTENT AREAS	STRATEGIES	RESOURCE MATERIALS
Art	Students will cut out pictures of workers from magazines and newspapers showing people at work.	Magazines and newspapers
Art	Students will draw a picture of one occupation of a member of his family.	Paper and crayons

5 - 9

Suggested Student Outcomes for Unit I:

1. Students will write a theme entitled "My Goals in Life are the Same Because. . ." or "My Goals in Life Have Changed Because . . ." using their understanding of the differences and disagreements that exist between themselves and the intervening environment.

2. Students will make a checklist of attitudes necessary to be successful in any occupation. They will also make a list of their own attitudes. Then, they will match these two. Thus, they can compare those attitudes they have to those they need to develop.

3. Given a list of six occupations, sutdents will match them to the tools of the trade by drawing a line from the occupation to the correct tool used in that occupation with 80% accuracy.

5 - 10

UNIT II

EDUCATIONAL GOAL: To help develop in students the understanding that the world of work exists to meet the needs of and to provide services to society and to show their interdependency.

CONCEPT(S): An understanding and acceptance of self--interests, abilities, attitudes and values--is important throughout life.

Education and work are interrelated.

Persons need to be recognized as having dignity and worth.

Occupations exist for a purpose.

There is a wide variety of careers which may be classified in several ways.

Work means different things to different people.

Occupational supply and demand has an impact on career development.

Job specialization creates interdependency.

INFORMATIONAL OBJECTIVE: Students will demonstrate an understanding of the purposes of the world of work.

CONTENT AREAS	STRATEGIES	RESOURCE MATERIALS
Language Arts	Students will list the various subject areas in the world of work related to an occupation in their community (publishing a newspaper).	Kit: "World of Work" Newspapers, magazines
Social Studies	Students will interview workers in their school and community.	School personnel, Public Services Film: <u>People Who Work at Night</u>

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INFORMATIONAL OBJECTIVE: Students will demonstrate an understanding of the purposes of the world of work.

CONTENT AREAS	STRATEGIES	RESOURCE MATERIALS
Social Studies	Students will visit nearby plants and industries to see people at work.	
Language Arts	The teacher will lead pupils in a discussion as to the importance of each person on his job.	Kit: "World of Work"
Social Studies	Students will visit an employment agency and find out what jobs are in the greatest demand, what jobs are becoming obsolete, and what jobs are new to our society.	Virginia State Employment Office, Petersburg, Virginia
Language Arts	Students will do research on seasonal jobs (Christmas, Thanksgiving, Easter, harvest-time, summer, etc.).	Films: Big Harvest- The Story of Agriculture, Wheat Farmer, New Fields in the Old Dominion, Orange Grower

5 - 12

Suggested Student Outcomes for Unit II:

1. Students will be able to list the occupations in a school and tell why each is important.
2. Students will be able to write a job advertisement—including qualifications such as educational requirements and skills needed--using correct format.
3. Using a city map, students will be able to correctly locate and to plot the route to a selected number of businesses and industries.

UNIT III

EDUCATIONAL GOAL: To provide students with information regarding the job opportunities present in the various career clusters.

CONCEPT(S):

Occupations exist for a purpose.

There is a wide variety of careers which may be classified in several ways.

Occupational supply and demand has an impact on career development.

Environment and individual potential interact to influence career development.

Occupations and life styles are interrelated.

Careers are unique to environmental location, climate and need.

Individuals can learn to perform adequately in a variety of occupations and are thereby confronted with a continuous and sequential series of choices.

INFORMATIONAL OBJECTIVE: Students will demonstrate an understanding of the differences in the career clusters.

CONTENT AREAS	STRATEGIES	RESOURCE MATERIALS
Language Arts	Students will list those jobs found in the yellow pages of the telephone directory that pay the most per hour.	
Language Arts	Students will develop a chart of jobs found in the yellow pages which require the most skill and those which require the most education.	Occupational Outlook Handbook, telephone directory, employment ads in newspapers, Career Information brochures

5 - 14

INFORMATIONAL OBJECTIVE: Students will demonstrate an understanding of the differences in the career clusters.

CONTENT AREAS	STRATEGIES	RESOURCE MATERIALS
Language Arts	Students will use newspapers, radio, television, etc. to learn about new opportunities offered by new careers.	Newspapers, radio, television, science magazines
Language Arts	Students will prepare a booklet with listings of all the jobs available and necessary to the production of any one item.	Resource person from Allied Chemical Co.
Language Arts	Students will visit an employment agency to find out what jobs are in the greatest demand, what jobs are becoming obsolete, and what jobs are new to our society.	Virginia State Employment Office, Petersburg, Virginia
Math	Students will prepare a list of all occupations which use geometry in their work activities.	School library, Television, radio and newspaper ads, Career Information Brochures
Math	Students will role play one of the many jobs which use volume and weight while the other students try to guess the job.	Math textbook, local industry resource person (supermarket workers)
Math	Students will bring in and display such items as a calendar, watch, thermometer, stamps, price tags, etc. and explain how each item is used in certain jobs for measuring purposes.	Film: Measuring--A Way of Comparing
Science	Students will analyze the current trends in science technology in terms of how they have created new occupational areas.	Film: Chemistry and a Changing World

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INFORMATIONAL OBJECTIVE: Students will demonstrate an understanding of the differences in the career clusters.

CONTENT AREAS	STRATEGIES	RESOURCE MATERIALS
Science	Students will list the many job opportunities open as a result of scientific discoveries and technological changes.	
Science	Students will investigate the career possibilities evolving from ecological problems created by increased population.	Film: The Changing City
Science	Students will research current scientific discoveries and discuss the effect these discoveries will have on various careers.	Newspapers, science magazines, encyclopedias
Science	Students will discuss the possibilities of raising crops on the desert and what new jobs this would create.	
Social Studies	Students will conduct a mock election and investigate various occupations dealing with political parties and government.	Political party campaign headquarters Film: Political Parties
Social Studies	Students will study the New England States and compare occupations to those found in our own area.	Social studies textbook Film: New England Fisherman
Social Studies	Students will discuss the history of transportation and investigate the various jobs created by improving transportation.	Social studies textbook Film: Transportation--Footpath to Air Lane
Social Studies	Students will study the industries involved in the collection of natural resources and the occupations those industries provide.	Film: Iron Ore Mining

<u>Suggested Student Outcomes for Unit III:</u>

1. Students will draw a career out of a grab bag, pantomime it, and let the class evaluate them and identify the job cluster.

2. Given ten pictures, students will classify them according to career clusters.

EDUCATIONAL GOAL: To help students understand that all work has dignity and that every worker performs a useful function.

CONCEPT(S): An understanding and acceptance of self--interests, abilities, attitudes and values--is important throughout life.

Education and work are interrelated.

Persons need to be recognized as having dignity and worth.

Occupations exist for a purpose.

Job specialization creates interdependency.

INFORMATIONAL OBJECTIVE: Students will demonstrate an understanding of people and their work.

CONTENT AREAS	STRATEGIES	RESOURCE MATERIALS
Social Studies	Students will study the importance of various careers in the development of our nation.	Social studies textbook
Social Studies	Students will make a list of famous people and the importance of their careers.	
Social Studies	After studying American heroes, students will identify the hero's interests and role play his occupation.	Social studies textbook
Math	Students will work with super-sets, sub-sets and intersections of sets to better understand the interdependence of occupations created by math in the world of work.	Film: <u>Language of Mathematics</u>, Math textbook
Science, Social Studies	Students will list natural resources in the United States so as to better understand the various occupations created when these resources are put to useful purposes.	Social studies textbook, science textbook

INFORMATIONAL OBJECTIVE: Students will demonstrate an understanding of people and their work.

CONTENT AREAS	STRATEGIES	RESOURCE MATERIALS
Science, Social Studies	Students will set up an assembly line for the production of items such as favors for the Jr. Red Cross in order to show how production is increased by each person doing a special job.	Film: Automation: The Next Revolution
Science	Students will investigate and prepare a chart on the occupational opportunities available in a single hospital.	Resource persons; The Health Services Library

Suggested Student Outcome for Unit IV:

After experiencing mass production (i.e. assembly line work), students will discuss why each person's job is important and what would happen if any one person were not in his place.

UNIT V

EDUCATIONAL GOAL: To provide students with the awareness of constant changes occurring in the world of work due to scientific and technological advancement.

CONCEPT(S): An understanding and acceptance of self--interests, abilities, attitudes and values--is important throughout life.

Education and work are interrelated.

Occupational supply and demand has an impact on career development.

Occupations and life styles are interrelated.

Careers are unique to environmental location, climate and need.

Individuals can learn to perform adequately in a variety of occupations and are thereby confronted with a continuous and sequential series of choices.

INFORMATIONAL OBJECTIVE: Students will demonstrate the understanding that change is continuous in the world of work.

CONTENT AREAS	STRATEGIES	RESOURCE MATERIALS
Science	Students will research current scientific discoveries and discuss the effect these discoveries will have on various vocations.	Film: Chemistry and a Changing World
Science	Students will present an oral talk about current scientific discoveries.	Magazines, newspapers and books
Science	Students will discuss uses of agricultural products (ex. peanuts, soy beans, etc.) from individual research and research team inquiries (Allied Chemical, Hercules, Dupont, Reynolds).	Films: George W. Carver: Peanut Genius, How a Product is Made, How

INFORMATIONAL OBJECTIVE: Students will demonstrate the understanding that change is continuous in the world of work.

CONTENT AREAS	STRATEGIES	RESOURCE MATERIALS
		Clothing is Made: The Story of Mass Production, From Fiber to Fabrics
Science	Students will research agricultural innovations (reaper, harvestor, cotton picker, cotton gin) that have led to the elimination of manual labor.	Films: The Cotton Farmer, Eli Whitney, Textile Industry Careers Filmstrip: G. W. Carver
Social Studies	Students will set up an assembly line in order to make favors for the Red Cross.	
Social Studies	Students will discuss changes in modes and routes of transportation (depletion, automation of jobs).	Films: Transportation: Footpath to Airline, Development of Transportation
Math	Students will visit a computer center.	
Math	Students will discuss the fact that most parts for computers are made in the New England states, the history of computers, and that the largest (in space) computer is at NORAD at Fort Lee.	Resource Persons: Bill Cunningham, computer Instructor at Richard Bland College; and Deane Possum, AIMAC computer head
Math	Students will discuss the fact that memory banks and programs require less space for information storage.	

Suggested Student Outcomes for Unit V:

1. Students will select an industry and list the stages of its advancement.
2. Students will project the changes in a job choice for the next twenty years, with consideration for technological advancement (cotton pickers to cotton gin).
3. Students will discuss the various changes that will come about in health care due to the future use of computers.

UNIT VI

EDUCATIONAL GOAL: To provide students with career information to make them aware of the meaning of work and its importance to them and society.

CONCEPT(S): An understanding and acceptance of self--interests, abilities, attitudes and values--is important throughout life.

Education and work are interrelated.

Occupational supply and demand has an impact on career development.

Occupations and life styles are interrelated.

Careers are unique to environmental location, climate and need.

Individuals can learn to perform adequately in a variety of occupations and are thereby confronted with a continuous and sequential series of choices.

INFORMATIONAL OBJECTIVE: Students will prepare a system for the collection and use of occupational information in career planning and preparation.

CONTENT AREAS	STRATEGIES	RESOURCE MATERIALS
Language Arts	Students will write a paragraph comparing personal characteristics demanded by the labor market.	
Language Arts	Students will research a classroom file of careers compiled by the teacher.	
Science	Students will investigate and prepare a chart on the occupational opportunities available in a single hospital.	Resource persons, Health Services Library

INFORMATIONAL OBJECTIVE: Students will prepare a system for the collection and use of occupational information in career planning and preparation.

CONTENT AREAS	STRATEGIES	RESOURCE MATERIALS
Language Arts	Students will list the various occupations in the world of work related to language arts.	
Language Arts	Students will interview workers in their school and community.	
Language Arts	The teacher will have resource persons visit the classroom.	
Social Studies	After visiting various industries in their community, students will compile and make a comparison of qualifications for and working conditions in various careers.	
Language Arts	Students will write letters to local industries to gather facts about job requirements (educational and skill).	English textbook, classroom teacher
Science	Students will visit plants and/or industries to view steps in the process of making synthetic materials.	Allied Chemical Co., Fiber Division, Hercules Film: From Fibers to Fabric

Suggested Student Outcomes for Unit VI:

Students will select a career to research and, using all required materials available, plot a course to achieve their goal in terms of both education and experience.

UNIT VII

EDUCATIONAL GOAL: To provide students with an understanding of how people in their immediate environment can influence their attitudes, values and decision-making.

CONCEPT(S): An understanding and acceptance of self--interests, abilities, attitudes and values--is important throughout life.

Education and work are interrelated.

Environment and individual potential interact to influence career development.

Occupations and life styles are interrelated.

Careers are unique to environmental location, climate and need.

INFORMATIONAL OBJECTIVE: Students will relate what family, friends and environmental influences are being applied (positive or negative) to their career planning and preparation.

CONTENT AREAS	STRATEGIES	RESOURCE MATERIALS
Art	Students will draw a picture of one occupation of a family member or friend.	
Language Arts	Students will write a theme entitled "My Goals in Life."	Filmstrip: "<u>Who Are You?</u>"
Language Arts	Students will write a second theme entitled "What My Family Thinks of My Goals in Life."	
Language Arts	Students will write a third theme entitled "What My Family, Friends and I Can do to Help Achieve My Career Goals."	
Language Arts	The teacher will describe individual successful experiences of students and their family members and friends.	Teacher

INFORMATIONAL OBJECTIVE: Students will relate what family, friends and environmental influences are being applied (positive or negative) to their career planning and preparation.

CONTENT AREAS	STRATEGIES	RESOURCE MATERIALS
Language Arts	Students will complete a personal characteristics inventory in relation to career planning and preparation. They will then choose a member of their family or a friend who has achieved a career goal and list that person's personal characteristics.	
Language Arts	Students will interview the family member or friend whose picture they drew. Students will find out what that person likes or dislikes about his job and why.	
Math	Students will decide on the basic salary of this family member or friend and work out a weekly budget including transportation, food, clothing, rent and recreation.	
Language Arts	From a grab bag of occupations, students will tell what they know about the occupation they draw. Peer reactions should be discussed.	
Language Arts	Students will play charades, pantomiming various careers. Students will discuss their pantomime with their peers.	Filmstrip: Working in U.S. Communities, English textbook
Art	Students will dress up as a worker of their choice. They will discuss with the class how they are or are not suited to the chosen occupation. (How does the class's approval or disapproval affect their choice?)	Cooperation from local workers to furnish tools and information
Art	Students will draw pictures of two of their friends at work.	

INFORMATIONAL OBJECTIVE: Students will relate what family, friends and environmental influences are being applied (positive or negative) to their career planning and preparation.

CONTENT AREAS	STRATEGIES	RESOURCE MATERIALS
Language Arts, Social Studies	Students will list and discuss occupations available in the area. Attention should be drawn to those available due to geographical conditions. Plan a bulletin board on occupations in community using newspapers, magazines and pamphlets. Lead pupils in a discussion of the importance of each occupation to the community.	Closed circuit T.V. program "Careers in Virginia" Films: <u>Oyster--Virginia Shellfish</u>, <u>Our Family Works Together</u>
Language Arts	Students will write letters to industries discussed to gather facts about job requirements including both education and skills needed.	English textbook, teacher
Language Arts	Students will dramatize workers on the job.	
Math	Students will compute the weekly, hourly and monthly wages of various workers.	
Math	Students will compare some job requirements in terms of time and monetary returns.	
Math	Students will list and compare fringe benefits of occupations (bonuses, raises, insurances, retirement).	
Math	Students will compute the cost of special job materials (uniforms, tools, etc).	Graves-Humphrey Catalog, Sears-Roebuck Catalog, London Uniform Company, Tandy Leather Company
Math	Students will calculate the cost of purchasing equipment for some occupation.	

INFORMATIONAL OBJECTIVE: Students will relate what family, friends and environmental influences are being applied (positive or negative) to their career planning and preparation.

CONTENT AREAS	STRATEGIES	RESOURCE MATERIALS
Art	Students will cut out pictures of workers from magazines and newspapers showing people at work.	Magazines and newspapers
Science, Social Studies	Students will list various occupations derived from natural resources in the state.	
	Students will list jobs created through the use of a combination of natural resources.	
	Students will visit a plant to view the steps in the production of a product.	
	Students will list occupations derived from agricultural products in our area.	

Suggested Student Outcomes for Unit VII:

1. Students will be able to list some of the elements in their immediate environment that affect their career planning.

2. Students will play "Job for a Day." Each child will write his qualifications on a 3 x 5 card. Students' qualifications and jobs in the classroom will be matched.

3. Students will be able to discriminate between the positive and negative influences on their career planning and preparation.

4. Students will make a list of occupations and survey family and friends asking them to give preferences in order (1-5). Students will then rate the list with their own personal preferences and compare these to those of their family and friends.

UNIT VIII

EDUCATIONAL GOAL: To present to students a realistic view of the world of work and to encourage them to consider their own interests, abilities, and the need to develop their potential.

CONCEPT(S): An understanding and acceptance of self--interests, abilities, attitudes and values--is important throughout life.

Education and work are interrelated.

Persons need to be recognized as having dignity and worth.

Occupational supply and demand has an impact on career development.

Environment and individual potential interact to influence career development.

Occupations and life styles are interrelated.

Careers are unique to environmental location, climate and need.

INFORMATIONAL OBJECTIVE: Students will know that occupational competency requirements influence the kind and degree of one's educational preparation in career planning and preparation.

CONTENT AREAS	STRATEGIES	RESOURCE MATERIALS
Math	Students will research an occupation and demonstrate through role playing how math is used in this job.	Films: Making Change for a Dollar, Comparing--Getting Ready to Measure
Math	Students will determine the correct prices for products after computing production costs and supply and demand for the item.	Film: It's Everybody's Business
Math	Students will visit a supermarket.	Films: Making Change for a Dollar,

INFORMATIONAL OBJECTIVE: Students will know that occupational competency requirements influence the kind and degree of one's educational preparation in career planning and preparation.

CONTENT AREAS	STRATEGIES	RESOURCE MATERIALS
		<u>Let's Measure Pints, Quarts, Gallons</u>
Math	After participating in the construction of a mathematical device such as a geo-board, students will identify and list the skills used in its production.	Pamphlet: "Carpentry as a Career"
Math	Students will keep a list of work activities in and out of school over a specified period of time and identify any math concepts used in these activities.	Film: <u>Comparing--Getting Ready to Measure</u>
Math	Having identified the mathematical skills used by certain workers such as a cashier, surveyor, etc., students will construct a chart showing other occupations in which these skills are used.	Pamphlet: "Careers in the Army, Navy and Air Force"
Social Studies	After listing a variety of work activities in a career area, students will research what basic education is necessary to accomplish the activity.	Newspapers, school library, job bulletins in the post office
Social Studies	Students will prepare an exhibit tracing the development of tools and technology and indicate the relationship between skills, tools and materials.	Filmstrips: <u>Houses of Long Ago</u>, <u>Men Who Build Our Houses</u>
Social Studies	When confronted with a group of unusual hand tools, students will try to match the tool with material, operation and purpose.	Film: <u>Measuring and Squaring Tools</u>
Social Studies	Students will group jobs which employ transferrable skills.	Resource person from a local industry such as Brown & Williamson

INFORMATIONAL OBJECTIVE: Students will know that occupational competency requirements influence the kind and degree of one's educational preparation in career planning and preparation.

CONTENT AREAS	STRATEGIES	RESOURCE MATERIALS
Social Studies	Students will develop a scale model of a factory.	Filmstrip: Simple Machines
Language Arts	Students will list the attitudes and skills employed in various jobs.	Kit: "Job Experience Kit"
Language Arts	Students will discuss how knowledge gained in the classroom is used in a mass production experience.	Film: The Tools and Rules for Precision Measuring
Language Arts	Students will analyze the nature of various work activities in terms of the language arts skills needed.	Film: The Importance of Making Notes Film: Writing Better Business Letters
Science	Students will list those occupations which require some knowledge of chemistry.	Filmstrip: Understanding Chemical Change
Science	Students will make models of the simple machines (wheel and axle, pulley, etc.) and explain how these simple machines are used.	Filmstrip: Tools and Simple Machines
Science	Students will visit a highly automated factory and observe how the simple machines are used in complicated machinery. Students will discuss what jobs these machines have made obsolete and what jobs these machines have created.	Film: Machines do Work

Suggested Student Outcome for Unit VIII:

Students will be able to select four or five careers and research the necessary information relating to education and/or training required to gain successful entry.

Evaluation

1. Evaluation of Understandings

   a. Observe class participation.

   b. Give objective-type and discussion tests.

   c. Observe contributions to group discussions.

   d. Administer standardized tests.

   e. Give a pre-test and a post-test to evaluate achievement in the classroom.

   f. Observe the students as they work on panels, give oral reports, and give written reports.

   g. Observe behavioral changes in group and individual tasks.

   h. Have group quizzes and discussions.

2. Evaluation of Skills

   a. Observe the growth in reading for information.

   b. Observe the desire to do more research.

   c. Observe participation in writing a short play to be dramatized.

   d. Observe a desire to read from many sources for information.

   e. Observe how well the learner can locate places on maps and globes.

   f. Observe the knowledge of the vocabulary of the World of Work gained from the context.

   g. Observe growth in letter writing and spelling.

   h. Observe growth in distinguishing between fact and opinion.

i. Observe the creative work of the pupils done during the unit.

j. Observe the ability to make comparisons.

k. Observe how well the students discuss and interpret pictures and visual aids.

3. Evaluation of Attitudes

a. Observe the ability to carry a fair share of the work load in a small group.

b. Observe the ability to observe rules established by the group.

c. Observe the respect shown for the ideas and feelings of classmates.

d. Observe the desire to share with each other.

e. Observe the development of an appreciation for the efforts of such workers as coal miners, farmers, and factory workers.

f. Observe the development of an appreciation for contributions of people in other sections of the state and the nation.

4. Teacher - Pupil Evaluation

The teacher - pupil conference can be of great help in assisting students in showing progress and growth and also in discovering particular learning problems and difficulties that they may have.

5. Pupil Evaluation

a. The pupils may evaluate their own work by individual conferences with the teacher.

b. The pupils will mark individual check list sheets.

FILMS

Arithmetic In The Food Store - Coronet Films

Behind The Scenes At The Supermarket - Bailey Film Associates

Boats and Ships - Encyclopedia Britannica Educational Corporation

Bread - Coronet Films

Changing City, The - Churchill Films

Chemistry And A Changing World - Encyclopedia Britannica Educational Corporation

City Bus Driver - Encyclopedia Britannica Educational Corporation

Coal Country - Knowledge Builders Films

Commercial Fishing In The Chesapeake - Virginia Department of Education

Community Keeps Healthy - Bailey Film Associates

Corn Farmer, The - Encyclopedia Britannica Educational Corporation

Comparing: Getting Ready To Measure - Bailey Film Associates

Consumer Education - Bailey Film Associates

Cotton Farmer, The - Encyclopedia Britannica Educational Corporation

Dairy Farmer, The - Coronet Films

Day With Fireman Bill, A - Bailey Film Associates

Development of Transportation, The - Encyclopedia Britannica Educational Corporation

Doctor, The - Encyclopedia Britannica Educational Corporation

FILMS (continued)

Donald In Mathmagic Land - Walt Disney Films

Duke Thomas - Mailman - Churchill Films

Energy In Our Rivers - Coronet Films

Factory - How A Product Is Made, The - Bailey Film Associates

Farmer, The - Encyclopedia Britannica Educational Corporation

Farmer Don And The City - Bailey Film Associates

Fiber To Fabrics - Bailey Film Associates

Fireman, The - Encyclopedia Britannica Educational Corporation

Firehouse Dog - Bailey Film Associates

Food From The Sea - Bailey Film Associates

Forests - Gateway Film Productions

Fred Meets A Bank - Coronet Films

Geometry - Lines and Shapes - Bailey Film Associates

Getting The News - Encyclopedia Britannica Educational Corporation

Graphs: Understanding and Using Them - Coronet Films

Gravity - How It Affects Us - Encyclopedia Britannica Educational Corporation

How Clothing Is Made - The Story of Mass Production - Capital Film Labs

How Weather Is Forecasted - Coronet Films

Iron Ore Mining - Academy Films

It's Everybody's Business - Chamber of Commerce, U.S. Audio-Visual Department

FILMS (continued)

Language of Mathematics - Coronet Films

Let's Measure - Pints, Quarts & Gallons - Coronet Films

Life In A Coal-Mining Town - Coronet Films

Making Change For A Dollar - Coronet Films

Meaning of Conservation - Coronet Films

Measuring - A Way of Comparing - Bailey Film Associates

Measuring & Squaring Tools - McGraw-Hill Textfilms

Megalopolis - Cradle of the Future - Encyclopedia Britannica Educational Corporation

New England Fisherman - Encyclopedia Britannica Educational Corporation

Our Community - Encyclopedia Britannica Educational Corporation

Our Family Works Together - Churchill Films

Oyster and Virginia, The - Virginia Department of Education

People Who Work At Night - Bailey Film Associates

Plant Life At Work - Moody Institute of Science

Political Parties - Encyclopedia Britannica Educational Corporation

Punctuation: Mark Your Meaning - Coronet Films

School Shop Safety - Bailey Film Associates

Shell Fishing In The Chesapeake - Virginia Department of Education

Tools and Rules For Precision Measuring, The - L.S. Starrett Co.

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FILMS (continued)

Transportation - Churchill Films

Transportation - Footpath To Air Lane - Churchill Films

Treasures of the Earth - Churchill Films

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FILMSTRIPS

<u>Civil War, The</u>

<u>Coal Country</u>

<u>Congress at Work</u>

<u>Grand Canyon</u>

<u>Historic Virginia</u>

<u>How We Get Our Aluminum</u>

<u>How We Get Our Electricity</u>

<u>How We Get Our Glass</u>

<u>Nation's Capital</u>

<u>Police</u>

<u>Teeth Are For Saving</u>

<u>Tools and Simple Machines</u>

<u>Visit With The Cowboys, A</u>

<u>Virginia's Fishing Industry</u>

POEMS

Arbuthnot, Mary Hill, ed. Time For Poetry. Glenview, Illinois: Scott-Foresman & Co., 1951.

Abbey, Henry - "What Do We Plant"

Beruch, Dorothy - "Automobile Mechanics"

Chaffee, Eleanor A. - "The Cobbler"

Field, Rachall - "Taxis"

Frost, Robert - "Dust of Snow"

Guest, Edgar A. - "Myself"

Hughes, Langston - "Trip: San Francisco"

Kipling, Rudyard - "It"

Lazarus, Emma - "The New Colossus"

Longfellow, Henry W. - "The Village Blacksmith"

Malloch, Douglas - "Be The Best of Whatever You Are"

Sandburg, Carl - "The Frog"

Thompson, Dorothy - "Maps"

Tippett, James - "Ferry Boats"

Tippett, James - "Up In The Air"

Tylemar, Rose - "My Policeman"

Watts, Majorie - "The Dentist"

Unknown - "Don't Quit"

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SONGS

"I've Been Working on the Railroad"

"Sings"

"Whistle While You Work"

"Up, Up and Away"

"The Trolley"

"This Land is Your Land"

"City of New Orleans"

"Erie Canal"

"Deep River"

"Ole Man River"

"Shennandoah"

"The Alamo"

"Oklahoma"

"Old Kentucky Home"

"Side Walks of New York"

"Stars Fell on Alabama"

"Carry Me Back to Old Virginie"

"Wichita Lineman"

"Okie from Moscokie"

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SONGS (continued)

"Leaving on a Jet Plane"

"Down By the Ohio"

"Down in the Valley"

"Yellow Rose of Texas"

"Maryland, My Maryland"

"California, Here I Come"

"I Left My Heart in San Francisco"

"Rocky Mountain High"

"Take Me Home to West Virginia"

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PHASE I - CAREER AWARENESS

GRADE 6

MASTER UNIT - Careers - City, State, Nation and World

Introduction

The goal of education has always been to prepare students for entry into the world of work. However, statistics clearly indicate to us that there is a great void between the amount of time, money and energy put into education and the total output of trained young people capable of assuming productive roles in the world of work.

We realize our ultimate task is to provide our students with meaningful and relevant learning experiences in preparing them for meeting the challenges and opportunities of their world. The sixth grade social studies program is concerned with the study of the world in which we live utilizing the career education concept as the focus point in providing a systematic way of developing an understanding of the interdependence of nations in providing goods and services for all. Many of the various careers involved will be investigated.

The sixth grade math program is concerned with the study of mathematics as a realistic means of meeting every-day situations. It is designed as a common basis for measurement and computation, thus assuring more of a realiable source of communication. Pupils at this level begin to realize their need for and dependence upon basic operations in order to successfully compete in the world of work.

Our world is in an ever changing state and the science program has been revised to meet the scientific demands of our time. It is based on an active involvement of the children and an application of scientific knowledge in daily living. Through career education, pupils are able to develop an understanding of the interrelationships of the forces that govern our universe and of the careers that have been established to meet the needs of our universe.

Realizing that all students do not require the same type of instruction at the same time, or to the same extent, our approach to the task of teaching all of our students is through the team teaching method with the utilization of learning centers, learning stations and out-of-class resources.

The teachers, two in mathematics, science, and health and the other two in social studies and language arts developed their objectives and planned their activities and experiences so that there would be a definite correlation between instruction provided in each of the subject areas. A great amount of emphasis will be put on student participation in concrete activities for awareness and exploratory purposes.

EDUCATIONAL GOALS

1. To prepare the students by developing intellectual skills and the ability to analyze a problem and make decisions so that they will be able to adapt to the changes in their life and in their future career choices.

2. To develop in students the proper interests, attitudes, and behavior which will enable them to make choices and intelligent decisions about careers.

3. To motivate students in the study of careers and their importance in one's daily life.

4. To stress the idea that all work has dignity and every job is necessary and important.

5. To improve the performance of students in basic subject areas by making the subject matter more meaningful and relevant through unifying and focusing it around career clusters.

6. To encourage an identity with success through career orientation experiences.

7. To reinforce basic skills in the varied subject areas through real-life experiences.

8. To develop the concept of interdependency of careers on a world-wide basis.

CONCEPTS TO BE DEVELOPED

1. People are dependent upon each other for survival.
2. Work is interdependent.
3. Accepted social values and moral standards are necessary for success in any job.
4. Work is necessary for self-worth.
5. Every individual has a unique contribution to make to the world of work depending on his interests, attitudes and abilities.
6. Tolerance, respect and cooperation are essential in order to achieve success.
7. The abundance and diversity of an area's natural resources and the use to which they are put determine the level of economic development for that area.
8. Careers are unique to environment, climate, location, and need.
9. Certain services and skills are rendered worldwide.
10. As man progresses in a society, jobs are either established, altered or terminated in order to reflect man's current needs.

INFORMATIONAL OBJECTIVES

1. The students will recognize how past and present land formations influence man's choice of careers.

2. The students will identify and compare careers which study the formation of mountains and the preservation of surrounding areas.

3. The students will be able to discuss occupations which deal with valuable products found below the earth's crust.

4. The students will be able to explain some of the fundamental principles of chemistry and some of the careers that have been developed because of our highly technical society.

5. The students will investigate the problems of pollution and the jobs now needed to correct and prevent these conditions.

6. The students will identify the problems and careers that are involved with the production, transmission, control and uses of electricity.

7. The students will be able to describe the basic principles and the problems involved in flight, sea-going vessels, and gasoline engines. The careers dealing with these principles and problems will be explored on a national basis and compared with the world.

8. The students will compare the life process of plants and animals and will become familiar with importance of careers or occupations of persons involved with plants, animals and people.

9. The students will identify the problems and careers that are involved with banking.

UNIT I

EDUCATIONAL GOAL: To prepare the students by developing intellectual skills and the ability to analyze a problem and make decisions so that they will be able to adapt to the changes in their life and in their future career choices.

CONCEPT: Careers are unique to environment, climate, location, and need.

INFORMATIONAL OBJECTIVE: The students will recognize how past and present land formations influence man's choice of careers.

CONTENT AREA	STRATEGIES	RESOURCE MATERIALS
Social Studies	Study famous geologists and their contributions.	Widening Occupational Roles Kit (WORK)
Social Studies	Invite a geologist to visit the class.	Extension Service, Prince George County, Virginia
Social Studies	Plan a trip to a museum to view a collection of rocks.	Smithsonian Institute, Washington, D.C.
Social Studies	Study a relief map and construct a model of Virginia in clay.	Map from U.S. Geological Survey Office, Washington, D.C.
Social Studies, Language Arts	List the differences between an anthropologist and an archaeologist.	Dictionary
Social Studies, Health	Read about an anthropologist and and archaeologist.	WORK, <u>Encyclopedia of Careers and Vocational Guidance</u>

INFORMATIONAL OBJECTIVE: The students will recognize how past and present land formations influence man's choice of careers.

CONTENT AREA	STRATEGIES	RESOURCE MATERIALS
Social Studies, Health	Study and report on Margaret Mead.	Encyclopedia, Reading Power
Social Studies, Science	Visit a coastal research station.	U.S. Navy, Norfolk, Virginia
Social Studies, Science	List skills necessary for a career in oceanography.	WORK
Social Studies, Science	Show a film on how oceanographers explore the floor of the sea.	Film: Oceanography-Science of the Sea (554.46)
Social Studies, Science	Visit a construction site to view layers of soil.	City of Petersburg, IACP: World of Construction
Social Studies, Science, Math	Read about a surveyor.	WORK
Social Studies, Language Arts, Art	Pantomime a job, identify, and classify according to type. ("People type or things type.")	
Social Studies, Language Arts	Make up a crossword puzzle using careers studied in this unit.	
Language Arts	Have children write letters to companies or persons for information on a job.	Company names, English Text, 6

INFORMATIONAL OBJECTIVE: The students will recognize how past and present land formations influence man's choice of careers.

CONTENT AREA	STRATEGIES	RESOURCE MATERIALS
Social Studies, Language Arts	View films on letter writing.	Film: Writing Better Business Letters, (651) Film: Writing Better Social Letters, (395)
Language Arts, Social Studies	Have students write stories about being an archaeologist or an anthropologist.	
Language Arts, Social Studies	Study prefixes and suffixs that will be used in connection with different jobs: "ists," "ology," "neer," etc.	Dictionary, pamphlets, books
Social Studies, Science	Start rock and mineral collections.	(1) Telelesson, (2) Films: What's Inside the Earth, Books: Rocks and Minerals, Encyclopedia, Concepts In Science, 6, Loomis-Field Book of Common Rocks and Minerals
Science	Do research on and define tidal bores, the cold wall, monsoon currents, tidal races, Sargasso Sea.	Dictionary, Encyclopedia
Science	Study archaeologists, demonstrate some methods used in locating specimens.	WORK, Encyclopedia of Careers and Vocational Guidance 6

INFORMATIONAL OBJECTIVE: The students will recognize how past and present land formations influence man's choice of careers.

CONTENT AREA	STRATEGIES	RESOURCE MATERIALS
Science	Do research on the subject "How Archaeology has Changed."	Encyclopedia
Science	Identify and classify rocks.	Film: Finding Out About Rocks, Geology Laboratory Kit
Science	Explain the causes of ocean tides.	Film: Tides of the Ocean - What They Are and How the Sun and Moon Cause Them
Science	Find out how their jobs are related. (Anthropologist, geologist, and archaeologist.)	WORK
Science	List skills necessary for a career in oceanography.	Film: Oceanography, Encyclopedia of Careers and Vocational Guidance
Science	Find out how oceanographers provide clues to the past.	Book: World of Oceanography
Science	Discuss how topsoil is produced after viewing a film on the subject.	Film: Birth of the Soil
Science	Familiarize students with the 5 great geological eras and the earth's transformations during those eras.	Film: Prehistoric Times - The World Before Man

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INFORMATIONAL OBJECTIVE: The students will recognize how past and present land formations influence man's choice of careers.

CONTENT AREA	STRATEGIES	RESOURCE MATERIALS
Science	Have pupils survey a section of the school grounds (with surveyor's assistance).	Resource person: Surveyor
Math, Science	Make time lines to show approximately how long archaeologists have been searching for kinds of specimens.	Book: <u>Modern School Math, 6</u>
Math	Make a graph to show the archaeological expeditions since 1900.	Book: <u>Modern School Math, 6</u>
Math	Using rocks, work with sets to reinforce multiplication and division skills.	Book: <u>Modern School Math, 6</u>
Math	Study geometry in relation to land forms.	Book: <u>Modern School Math, 6</u>
Math	Have students read a relief map and learn to use the scale correctly.	U.S.Geological Survey Office, Washington, D.C.
Math	Find out how archaeologists compute the age of rocks.	
Math	Study math symbols used by archaeologists and oceanographers.	
Math	Find the area and depth of an ocean (or depth of fish tank).	

INFORMATIONAL OBJECTIVE: The students will recognize how past and present land formations influence man's choice of careers.

CONTENT AREA	STRATEGIES	RESOURCE MATERIALS
Math	Find the perimeter of the school.	Book: Modern School Math, 6
Math	Construct a model of the school.	
Math	Identify instruments used by surveyors and archaeologists: compass, slide rule, protractor, plane table, level, transit.	WORK
Math	Have students set up a display of the instruments used by surveyors and archaeologists.	
Health	Discuss diseases common to persons who study and explore various land forms (expecially below earth).	Resource person: Doctor, Encyclopedia
Health, Science	Discuss the importance of water to mankind.	Biological Water Pollution Test Kit Game: "Dirty Water" Detergent Test Kit
Health	Make a list of safety precautions needed by archaeologists.	World Book Encyclopedia

Suggested Student Outcomes for Unit I:

1. After viewing a film on rocks and working with matching exercises placing rocks in an appropriate area depending on distinct characteristics, students will be able to identify the three classifications of rocks.

2. After having collected and classified the rocks along with having studied sound effects, at least 85% of the students will be able to differentiate between the tone qualities of the classes of rocks.

3. As a result of investigations and discussions about the anthropologist, the geologist, and the archaeologist, all of the students will be able to compare and contrast at least three of their duties and qualifications.

4. Given a demonstration of the surveyor's tools and an opportunity to study them, students will be able to use three out of five of his tools to survey a given area.

5. After having viewed a film on oceanographers and discussed the terminology necessary for a career in oceanography, 80% of the students will relate and integrate oceanographic terms in appropriate life situations.

6. As a result of studying several relief maps and drawing pictures to show many of the land forms, 90% of the students will be able to construct a model of Virginia in clay.

7. Having developed an interest in the earth's transformations, having studied the careers that deal with these changes, and having experienced the drawing and reading of graphs, the students will show the archaeological expeditions since 1900 by constructing a line graph.

UNIT II

EDUCATIONAL GOAL: To develop in students the proper interests, attitudes, and behavior which will enable them to make choices and intelligent decisions about careers.

CONCEPT: The abundance and diversity of an area's natural resources and the use to which they are put determine the level of economic development of that area.

INFORMATIONAL OBJECTIVE: The students will identify and compare careers which study the formation of mountains and the preservation of surrounding areas.

CONTENT AREA	STRATEGIES	RESOURCE MATERIALS
Social Studies, Science	Investigate the soil conservationist's occupation.	WORK, Encyclopedia of Careers and Vocational Guidance, Virginia State College (VSC)
Social Studies	Investigate the agricultural engineer's occupation.	
Social Studies, Language Arts	Define terms associated with soil conservation: delta, dune, glacial drift, loess, sheet wash, gully, dust bowl, etc.	Dictionary
Social Studies, Science	Show filmstrips on conservation and soil.	Filmstrips: What is Conservation, Saving Our Soil, Improving Our Grasslands and Using Our Forests Wisely
Social Studies	Study the forestry technician's occupation.	WORK

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INFORMATIONAL OBJECTIVE: The students will identify and compare careers which study the formation of mountains and the preservation of surrounding areas.

CONTENT AREA	STRATEGIES	RESOURCE MATERIALS
Social Studies	Have pupils compare the jobs of the forestry technician and the forester.	WORK, Book: I Want To Be - Forester
Social Studies	Invite a forest ranger or park ranger to talk about his duties.	Resource person: Park or Forest Ranger
Social Studies, Art	Construct model to show results of land erosion and compare model to Grand Canyon.	Magazines, pictures and photographs
Social Studies, Science	Study islands of Japan and discover destruction by volcanos.	Book: Your World and Mine, Film: Volcanoes In Action
Social Studies	Plan a field trip to an area where conservation techniques are being used.	Area within walking distance of school
Social Studies, Art, Science	Construct a volcano and show how land is formed by erupting volcanos.	Film: Birth and Death of Mountains (551.4)
Social Studies, Art, Science	Have students find examples in pictures of soil erosion around the world.	Magazines, photographs, and books, Petersburg Extension Service (4-H)
Science, Art	Have students draw pictures of still and erupting volcanoes.	

INFORMATIONAL OBJECTIVE: The students will identify and compare careers which study the formation of mountains and the preservation of surrounding areas.

CONTENT AREA	STRATEGIES	RESOURCE MATERIALS
Social Studies, Art	Make conservation posters-Smokey The Bear.	State Parks, Inc., Virginia Extension Service
Social Studies, Science	Have students identify the 4 Great Cordillera Regions of the world (mountain ranges).	Book: Your World And Mine, Encyclopedia
Social Studies, Science	Have students locate on a map the 4 cordillera regions.	Maps
Language Arts, Math, Social Studies, Art, Music	Make up a play about a ranger and his duties and construct a stage and puppets for presenting the play.	
Science, Social Studies	Take a walking trip to a nearby bridge to view erosion.	A bridge within walking distance of the school
Science, Social Studies	Show a film on the Continental Divide and it's formation and erosion.	Film: Rocky Mountains-The Continental Divide
Social Studies, Language Arts	Conduct a spelling contest on all occupations studied in this unit.	
Social Studies	Have students play games about careers and people.	Games: "Hollywood Squares,: "To Tell The Truth," "What's My Line"

INFORMATIONAL OBJECTIVE: The students will identify and compare careers which study the formation of mountains and the preservation of surrounding areas.

CONTENT AREA	STRATEGIES	RESOURCE MATERIALS
Science	Construct a volcano and demonstrate its operation.	Film: Earthquakes and Volcanoes
Science, Social Studies	Invite a soil conservationist to discuss problems of a nearby community.	Resource person: Soil Conservationist
Science	Take a walking trip to see erosion.	Film: Erosion
Science	Make and display pictures and drawings of mountain building.	Magazines and newspapers, Photographer
Science	Demonstrate uplifting by using cotton to show folding of the land due to pressure.	Book: Concepts in Science, 6
Science	View a film that explains how mountains are worn down and how they are formed.	Film: Birth of a Nation
Science	View a film to see a volcano in action.	Film: Volcano In Action, Johnny Horizon Environmental Kit
Science	Name several agents of erosion.	Book: Concepts in Science, 6
Science	Use a water sprinkler and an electric fan to demonstrate the effects of erosion.	
Science	Find out how a soil conservationist helps in preventing erosion.	VSC-Agricultural Department

INFORMATIONAL OBJECTIVE: The students will identify and compare careers which study the formation of mountains and the preservation of surrounding areas.

CONTENT AREA	STRATEGIES	RESOURCE MATERIALS
Science	Identify results of erosion.	
Science	Investigate the occupations of agricultural engineer and forestry technician.	WORK, <u>Encyclopedia of Careers and Vocational Guidance</u>, Virginia Park, Inc.
Science	Discuss orally how the above careers can help us.	WORK, Petersburg Extension Service
Science, Art	Make posters pointing out some conservation problems in the pupils' localities.	
Science	Find out what conservation projects are under way or being proposed in Virginia.	Resource person: Conservationist, State Soil Conservation Service
Science	Compare jobs of forestry technician and forester.	WORK, <u>Encyclopedia of Careers and Vocational Guidance</u>, Virginia Park, Inc.
Science, Art	Make models of clay or papier-mâché to show land formations.	Newspapers, pamphlets, books, magazines, pictures and films,

INFORMATIONAL OBJECTIVE: The students will identify and compare careers which study the formation of mountains and the preservation of surrounding areas.

CONTENT AREA	STRATEGIES	RESOURCE MATERIALS
		models showing land formations
Math	Compare shapes of various land formations.	Film: Rocky Mountains, The Continental Divide
Math	Construct and compute work problems dealing with mountain building and growth.	Book: School Modern Math, 6
Math	Determine the amount of money people such as agricultural engineers, foresters, forestry technicians, etc. can expect to make in a lifetime depending on their expected beginning salaries.	SRA Handbook of Job Facts, Encyclopedia of Careers and Vocational Guidance
Math	Find out approximately how mich money the state of Virginia spends on soil conservation a year.	Resource person: Soil Conservationist, State of Virginia Conservation Service
Math, Art	Construct a stage and make puppets for a Ranger Show.	
Math	Discuss acre-feet in relation to water.	Book: Science In Our World, 5
Math	Discuss acre-feet of water in a reservoir using given data.	Book: Science In Our World, 5

INFORMATIONAL OBJECTIVE: The students will identify and compare careers which study the formation of mountains and the preservation of surrounding areas.

CONTENT AREA	STRATEGIES	RESOURCE MATERIALS
Health	Have pupils research the effects erosion has on our drinking water.	Encyclopedia, IACP: _The World of Construction_, books, pamphlets, and magazine articles
Health	Find out the precautions that people must take after land and water disasters.	Newspapers and magazines, Resource Person: City Engineer
Health, Social Studies	Compare a national and a world health problem in relation to water, air, or noise. (U.S.A. and England)	World Health Organization, newspapers and magazines

Suggested Student Outcomes for UNIT II

1. After having investigated the soil conservationist's occupation and having interviewed him, 80% of the students will be able to evaluate the demand for and the benefits of this career.

2. Given career identification exercises and survey sheets to complete about the soil conservationist, the agricultural engineer, and the forestry technician, the students will be able to differentiate and analyze the roles of these persons.

3. As a result of identifying flood warnings and doing an extensive study of a statewide flood disaster, the students will write letters to the city council and make suggestions for future preventive measures.

4. After having viewed some local erosion sites, seeing a film about the prevention of erosion, studying pictures of erosion problems, and working on small erosion projects at home, 95% of the students will be able to analyze the problems that are faced by people in authority who must make decisions about erosion on a large scale basis.

UNIT III

EDUCATIONAL GOAL: To develop the concept of interdependency of careers on a world-wide basis.

CONCEPT: Careers are unique to environment, climate, location, and need.

INFORMATIONAL OBJECTIVE: The students will be able to discuss occupations which deal with valuable products found below the earth's crust.

CONTENT AREA	STRATEGIES	RESOURCE MATERIALS
Social Studies	Study the manufacture and distribution of jewelry.	Book: Your World and Mine
Social Studies	Study the diamond extraction process in South Africa and draw a chart.	Book: Man and Change
Social Studies	List all occupations involved in the process.	Books: (1) Man and Change (2) Your World and Mine
Social Studies	Investigate the occupation of a mining engineer.	WORK
Social Studies	Take a field trip to a quarry or to a mine.	
Social Studies	Study what a miner does - compare differences in coal and diamond mining.	WORK, Film: Republic of South Africa-Its Land & Its People (916.8)
Social Studies	Study jobs needed to get the diamonds on a ship.	WORK

INFORMATIONAL OBJECTIVE: The students will be able to discuss occupations which deal with valuable products found below the earth's crust.

CONTENT AREA	STRATEGIES	RESOURCE MATERIALS
Social Studies	Investigate the occupation of a ship pilot.	WORK
Social Studies	Study longshoremen jobs, earnings, education, importance, and the possible results of longshoremen strikes.	WORK
Social Studies	Discuss how diamonds get to the jeweler-trucking industry.	WORK
Social Studies, Science	Study the jeweler's occupation.	WORK
Social Studies, Science	Visit a jewelry manufacturing facility.	Local Facility Petersburg, Virginia
Social Studies, Science	Visit a jewelry store and observe the types of jobs involved.	Jewelry Store
Social Studies	Invite a jeweler to the classroom with his equipment and some finished products.	Resource Person; Jeweler
Social Studies, Art	Make some simple jewelry. Polished stones, paper and beads can be used.	Resource Person: Art Student
Social Studies	Construct a display board showing how to make jewelry and the jobs and materials involved.	
Social Studies	Investigate the job of a store manager.	WORK

INFORMATIONAL OBJECTIVE: The students will be able to discuss occupations which deal with valuable products found below the earth's crust.

CONTENT AREA	STRATEGIES	RESOURCE MATERIALS
Social Studies	Investigate the job of a bookkeeper.	WORK
Social Studies	Investigate the job of an accountant.	WORK
Social Studies	Do job experience on the accountant.	Job Experience Kit
Social Studies	Investigate the buyer's job in the jewelry business.	WORK
Social Studies	Investigate the stock clerk's job in a jewelry store.	WORK
Social Studies	Visit a large warehouse and talk to a stock clerk.	Local facility
Social Studies	Read a story about a salesperson.	Story: Joe the Retail Salesman -
Social Studies	Group experience - have students try to sell each other a product they produced.	What Job for Me Series
Social Studies	Read material on a department store worker.	Follett Vocational Reading Series
Social Studies	Do salesperson experience.	Job Experience Kit
Social Studies, Spelling	Learn to spell all the occupations in the jewelry industry.	

INFORMATIONAL OBJECTIVE: The students will be able to discuss occupations which deal with valuable products found below the earth's crust.

CONTENT AREA	STRATEGIES	RESOURCE MATERIALS
Social Studies, Language Arts	Make up a crossword puzzle using all the names of the occupations in the jewelry industry.	
Science	Study small individual crystals on a slide under a microscope.	
Science	Continue to add to rock collection.	Pupils
Science	Do research on gems, crystals, stalactites, stalagmites and ores.	Encyclopedia
Science	Identify the characteristics of the three classes of rocks and examples.	Film: <u>Minerals and Rocks - - Stones of the Earth</u>
Science	Demonstrate sedimentation.	Book: <u>Concepts in Science, 6</u>
Science	Make sedimentary rocks with container of water, sand, stone, clay and chipped wood.	
Science, Language Arts	Define key terms: rock, mineral, sedimentary, igneous, metamorphic.	Dictionary
Science	View film to see the activities of the coal industry.	Film: <u>Coal Country</u>
Math	Define "Carat."	Encyclopedia

INFORMATIONAL OBJECTIVE: The students will be able to discuss occupations which deal with valuable products found below the earth's crust.

CONTENT AREA	STRATEGIES	RESOURCE MATERIALS
Math	Find out the monetary value of diamonds according to weight and size on a world-wide basis.	Encyclopedia
Math	Study about the taxes placed on imported materials, such as oil, petroleum, and minerals.	
Math	Investigate the economic value of rocks and minerals.	
Math	Make a bar graph to illustrate the number of B.T.U.'s that a pound of the given fuel can supply.	Books: Science In Our World, 5, Modern School Math, 5
Math	Interview a jeweler to find out how he determines the price of a watch.	Resource Person: Jeweler
Math	Learn to use a cash register and an adding machine.	Business Machines
Health	Describe safety precautions needed by mine workers.	Encyclopedia
Health	Become aware of the things that a safety engineer does.	WORK
Health	Determine the importance of his job.	WORK
Health	Study diseases common to persons who work below the earth's surface. Example - black lung.	Encyclopedia

INFORMATIONAL OBJECTIVE: The students will be able to discuss occupations which deal with valuable products found below the earth's crust.

CONTENT AREA	STRATEGIES	RESOURCE MATERIALS
Health	Identify problems that the shortage of the earth's valuable products may present for dentists.	Encyclopedia

Suggested Student Outcomes for UNIT III

1. After reading pamphlets, researching careers in mining, viewing films and filmstrips on mining, and having discussions and worksheet exercises on the subject, at least 85% of the students will be able to evaluate the field of mining in terms of personnel, vocabulary, processes, earnings, and desirability.

2. After researching health problems common to persons who work below the earth's surface, 98% of the students will be able to identify at least three of the problems and describe them.

3. At least 75% of the students will be able to evaluate laws that govern safe practices of underground workers after having discussed and researched these laws using news media, newspapers, magazines, and books.

4. Given worksheets on the process of oil refining, viewing films on the story of oil, and researching the cost of oil, 75% of the students will be able to analyze the process of the refinement of oil and evaluate the cost of it.

5. After viewing a film on coal and diamond mining and studying WORK briefs, 90% of the students will be able to contrast coal and diamond mining.

6. After visiting a jewelry store, studying the jewelry-making kit, consulting WORK and visiting a warehouse, at least 75% of the students will be able to analyze the process of manufacturing and distributing jewelry.

UNIT IV

EDUCATIONAL GOAL: To prepare the students by developing intellectual skills and the ability to analyze a problem and make decisions so that they will be able to adapt to changes in their life and in their future career choices.

CONCEPTS:

(1) The abundance and diversity of an area's natural resources and the use to which they are put determine the level of economic development for that area.

(2) As man progresses in a society, jobs are either established, altered, or terminated in order to reflect man's current needs.

(3) People are dependent upon each other for survival.

INFORMATIONAL OBJECTIVE: The students will be able to explain some of the fundamental principles of chemistry and some of the related careers that have become necessary because of our highly technical society.

CONTENT AREA	STRATEGIES	RESOURCE MATERIALS
Science, Art	Construct well-known molecular models by using sponge rubber, styrofoam, etc.	Film: Explaining Matter--Atoms and Molecules
Science	Define and distinguish between the terms atoms and molecules.	Filmstrip: Atoms and Molecules
Science	Experiment: Test various substances to determine whether they will or will not dissolve in water.	Filmstrip: Some Things Dissolve

INFORMATIONAL OBJECTIVE: The students will be able to explain some of the fundamental principles of chemistry and some of the related careers that have become necessary because of our highly technical society.

CONTENT AREA	STRATEGIES	RESOURCE MATERIALS
Science	Make and display a reference table of the chemical elements and their symbols.	
Science	Study the occupation of an atomic energy technician and how his job helps us.	WORK
Science	Visit a chemistry laboratory.	VSC Chemistry Department
Science	Answer prepared questions to test pupil ability to be a biochemist.	WORK
Science	Demonstrate physical and chemical changes.	Film: Combustion: An Introduction to Chemical Change
Science	Learn formulas and work with principal types of chemical change: combination, decomposition, replacement, double replacement.	Book: Concepts in Science, 6
Science	Demonstrate and give examples of the different forms of energy.	
Science	Discuss the possibility of changing energy from one form to another.	
Science	Find the atomic weight of elements.	Book: Concepts in Science, 6

INFORMATIONAL OBJECTIVE: The students will be able to explain some of the fundamental principles of chemistry and some of the related careers that have become necessary because of our highly technical society.

CONTENT AREA	STRATEGIES	RESOURCE MATERIALS
Science	Experiment to determine whether a substance is organic or inorganic by applying a flame to the substance.	
Science	Define organic chemistry, inorganic chemistry, and digestion.	<u>Science Encyclopedia</u>
Science	Study the molecular theory of matter.	Film: <u>World of Molecules</u>
Science	Define and give examples of terms such as elements, compounds, and mixtures.	Films: <u>Matter & Energy</u>, <u>Explain-Matter-Atoms and Molecules</u>
Science	Demonstrate a skill of a chemical laboratory technician by making tests for acids, bases, or salts in terms of formulas.	Film: <u>Introducting Chemistry Formulas and Equations</u>
Science	Explain the breaking down of atoms into free electrons and protons.	Film: <u>Plasma - - The 4th State of Matter</u>
Science	Study the work of modern chemistry as it relates to a higher standard of living.	Film: <u>Preface to Chemistry</u>

INFORMATIONAL OBJECTIVE: The students will be able to explain some of the fundamental principles of chemistry and some of the related careers that have become necessary because of our highly technical society.

CONTENT AREA	STRATEGIES	RESOURCE MATERIALS
Science	Discuss the discovery of the X-ray and the careers that were developed because of this discovery.	_Encyclopedia of Careers and Occupations_
Science	Learn more about chemical change in relation to the conservation of matter.	Film: _Combustion - - An Introduction to Chemical Change_
Math	Develop skills in balancing equations (Math) and relate to chemical equations.	Book: _Modern School Math, 6_
Math	Convert degrees from Centigrade to Fahrenheit scale.	
Math	Work with experiments that deal with ratios and proportions.	Film: _Percent- - Why and How_
Math, Science	Find the atomic weight of 10 familiar elements.	Books: _Concepts in Science, 6_ _Modern School Math, 6_
Math, Science	Find out approximately how much money the government spends yearly on atomic research.	

INFORMATIONAL OBJECTIVE: The students will be able to explain some of the fundamental principles of chemistry and some of the related careers that have become necessary because of our highly technical society.

CONTENT AREA	STRATEGIES	RESOURCE MATERIALS
Math	Show the percentage of each element in the body by a diagram or graph.	
Math	View a film that discusses ratios.	Film: Ratio & Proportion In Math
Health	Name some safety measures to consider when working with chemicals in the laboratory.	
Health	Examine some X--rays. Discuss reasons why persons have them made.	Resource Person: Health Department X-ray Technician
Health	Video tape an X-ray technician at work.	
Health	Find out why X-ray technicians would have to study anatomy.	WORK
Health	Identify some of the chemicals of the body.	
Health	Show percentage of each element in the body by a diagram or graph.	
Health	Discuss "acid indigestion" and the publicity of products to correct it.	Television, radio
Health	Analyze some "claims" made by certain products on television and radio commercials.	

INFORMATIONAL OBJECTIVE: The students will be able to explain some of the fundamental principles of chemistry and some of the related careers that have become necessary because of our highly technical society.

CONTENT AREA	STRATEGIES	RESOURCE MATERIALS
Language Arts, Science	Write reports and make a display on the nuclear scientists Henri Beckquerel, Pierre and Marie Curie, Lord Rutherford, Robert Oppenheimer, & Albert Einstein.	Encyclopedia, Library
Science	Investigate the nuclear engineer's job.	WORK
Science	Investigate the atomic energy technician's job.	WORK
Science	Have someone bring a Geiger counter to the classroom and demonstrate its use.	
Social Studies	Write to the Atomic Energy Commission in Washington, D.C., for information on regional offices & nuclear installations.	
Science, Social Studies	Observe a nuclear installation in operation.	Surry Nuclear Power Plant
Science, Social Studies, Art	Construct a display board showing the use of nuclear energy and jobs needed in this use.	
Science	Diagram a nuclear reactor.	
Social Studies	List the countries that supply the U.S. with oil.	Book: <u>Your World & Mine</u>, Encyclopedia

INFORMATIONAL OBJECTIVE: The students will be able to explain some of the fundamental principles of chemistry and some of the related careers that have become necessary because of our highly technical society.

CONTENT AREA	STRATEGIES	RESOURCE MATERIALS
Social Studies	Trace the oil from oil field to the U.S.	Film: Story of Oil
Social Studies	List products from oil used in automotive industry.	Film: Story of Petroleum
Social Studies	List and discuss jobs found on an oil field.	Film: Story of Petroleum
Science	View a film that explains where oil is found, how it is located, and how it is pumped out of the earth and refined.	Film: The Story of Oil
Science	View a film that discusses the use of petroleum. Examine the political implications of world oil supplies.	Film: The Story of Petroleum
Science	Find out about some modern methods of locating oil under the ground.	Books: Science In Our World, 5
Math	Find out how the use of these methods tends to fluctuate the cost of oil.	Books: Modern School Math, 6 Science In Our World, 5
Science	Find out the names of occupations that deal with oil.	Encyclopedia of Careers and Occupations

INFORMATIONAL OBJECTIVE: The students will be able to explain some of the fundamental principles of chemistry and some of the related careers that have become necessary because of our highly technical society.

CONTENT AREA	STRATEGIES	RESOURCE MATERIALS
Health	Discuss safety practices used after oil spills.	Newspapers, Weekly Reader
Health	Investigate the laws that govern safe practices in petroleum and oil industries.	Encyclopedia
Social Studies	Investigate nuclear research and testing in the past, present and implications for the future.	Library
Science	Study the mining engineer's occupation.	WORK, Film: <u>Minerals and Rocks-Stones of the Earth</u>
Social Studies	Discuss how giant pipelines carry the oil from the rig to the refinery or coast for transporting.	Library
Social Studies	Study the pipe fitter's occupation.	WORK
Social Studies	Construct a model of an oil field with a pipeline system.	Resource Person: Plumber
Social Studies, Art	Construct an object out of pipe such as a table frame, bookcase or frame.	
Social Studies	Investigate the job of a petroleum engineer.	WORK

INFORMATIONAL OBJECTIVE: The students will be able to explain some of the fundamental principles of chemistry and some of the related careers that have become necessary because of our highly technical society.

CONTENT AREA	STRATEGIES	RESOURCE MATERIALS
Social Studies	Investigate the job of a merchant seaman.	WORK
Social Studies	Read a story about a merchant seaman.	Story: <u>Tom the Merchant Seaman, What Job for Me Series</u>
Social Studies	Visit a dock and ship to see the various occupations involved.	
Social Studies	Have students talk to a merchant seaman.	Resource Person: Merchant Seaman
Social Studies	Have students talk to a sailor about his job on his ship.	Resource Person: Sailor
Social Studies	Study the job of a merchant marine officer.	WORK
Social Studies	Invite a naval officer who has sailed to talk about the job of an officer on a ship.	Resource Person: Naval Officer
Social Studies	Show a film on the Suez Canal which shows skillful navigation.	Film: <u>Suez</u> (762.15) Film: <u>The Suez Canal</u> (762.15)

INFORMATIONAL OBJECTIVE: The students will be able to explain some of the fundamental principles of chemistry and some of the related careers that have become necessary because of our highly technical society.

CONTENT AREA	STRATEGIES	RESOURCE MATERIALS
Social Studies, Art	Draw pictures of a tanker after having viewed one in the Newport News Port.	Trip to Norfolk
Social Studies, Science	Investigate the biochemist's occupation.	WORK
Social Studies, Science	Invite a biochemist to the classroom to talk about his job.	Resource Person: Biochemist, Allied Chemical Company, Hopewell Virginia
Social Studies, Science	Investigate the occupation of a chemical engineer.	WORK
Social Studies, Science	Invite a chemical engineer to the classroom to discuss his job.	Resource Person: Chemical Engineer
Social Studies	Develop a flow chart of the production of an oil product.	
Social Studies	Study the job of a chemical technician in the oil industry.	Information from Gulf Oil Corporation
Science	Have students perform some basic experiments with oil.	

INFORMATIONAL OBJECTIVE: The students will be able to explain some of the fundamental principles of chemistry and some of the related careers that have become necessary because of our highly technical society.

CONTENT AREA	STRATEGIES	RESOURCE MATERIALS
Social Studies	Investigate the occupation of a long distance truck driver.	WORK
Social Studies	Have students plan a visit to a service station to observe the jobs of station workers.	Local Service Station, WORK
Social Studies	Read a story about a gas station attendant.	Book Series: <u>What Job For Me Series</u>
Social Studies	Investigate the occupation of an automobile mechanic.	WORK
Social Studies	Study companies that use oil or petroleum in the production of their product. Have students identify jobs in these areas.	
Social Studies	Read a book about an auto mechanic.	Story: <u>John Leveron-Auto Mechanic</u>, <u>Follett Vocational Reading Series</u>
Social Studies, Language Arts	Make up a crossword puzzle using words used in the oil industry.	

INFORMATIONAL OBJECTIVE: The students will be able to explain some of the fundamental principles of chemistry and some of the related careers that have become necessary because of our highly technical society.

CONTENT AREA	STRATEGIES	RESOURCE MATERIALS
Social Studies	Role play what life would be like without the contributions of the oil industry.	
Social Studies	Have students organize a corporation and produce a product utilizing the assembly line approach.	
Social Studies	Study the job of a chemist in the cosmetics industry.	WORK, Film: <u>Cosmetics Industry</u>
Social Studies	Investigate the job of a chemical technician.	WORK
Social Studies	Investigate the job of a factory assembler.	WORK
Social Studies	Study the occupation of a commercial artist.	WORK
Social Studies, Art	Construct a display board using examples of work by commercial artists.	Resource Person: Commercial Artist
Language Arts	Have each student illustrate a story he or someone else wrote.	
Social Studies	Study the job of an advertising account executive.	
Social Studies, Art	Design several ideas on how to advertise the student-made product.	

INFORMATIONAL OBJECTIVE: The students will be able to explain some of the fundamental principles of chemistry and some of the related careers that have become necessary because of our highly technical society.

CONTENT AREA	STRATEGIES	RESOURCE MATERIALS
Social Studies	Visit an advertising agency.	Local facility
Social Studies	Study the job of a commercial photographer.	WORK
Social Studies, Art	Take pictures of the designs of the product and people for the advertisement.	Camera and commercial developing kit
Social Studies	Study photographs in magazines and books on techniques of photography.	WORK
Social Studies	Read a book about a professional photographer.	<u>Open Door Books</u>
Social Studies	Invite a professional photographer to come to the classroom to talk about his career.	Resource Person: Photographer
Social Studies	Study the job of a magazine editor.	WORK
Social Studies	Study the job of a manufacturer's representative.	WORK
Social Studies	Read a story about a beautician.	Story: <u>Carmen, the Beautician, What Job for Me Series</u>

INFORMATIONAL OBJECTIVE: The students will be able to explain some of the fundamental principles of chemistry and some of the related careers that have become necessary because of our highly technical society.

CONTENT AREA	STRATEGIES	RESOURCE MATERIALS
Social Studies	Read a group of stories about two sisters who are beauticians.	Story: <u>The Delso Sisters, Follett Vocational Reading Series</u>
Social Studies, Art	Do a skit about putting on makeup.	
Social Studies	Invite a cosmetologist to the classroom to demonstrate and talk about his job.	WORK
Social Studies	Investigate the barbering trade.	WORK

Suggested Student Outcomes for UNIT IV

1. 90% of the students will be able to compare and contrast the careers related to the fundamental principles of chemistry after visiting a nuclear installation and interviewing persons in chemistry, viewing films on careers related to chemistry, researching, and discussing careers in chemistry.

2. After viewing a film, discussing transparencies, using worksheets, and constructing atoms and molecules, 95% of the students will be able to identify and differentiate among properties and structures of matter .

3. Given examples of physical and chemical changes and viewing experiments and transparencies involving physical and chemical changes, 85% of the students will be able to distinguish between physical and chemical changes.

4. After studying techniques of advertising in the news media, photography, and various chemical industries, at least 80% of the students will be able to analyze and intelligently evaluate and make decisions on propaganda.

DIAGRAMS

- Flow Chart

- Hospital Plan

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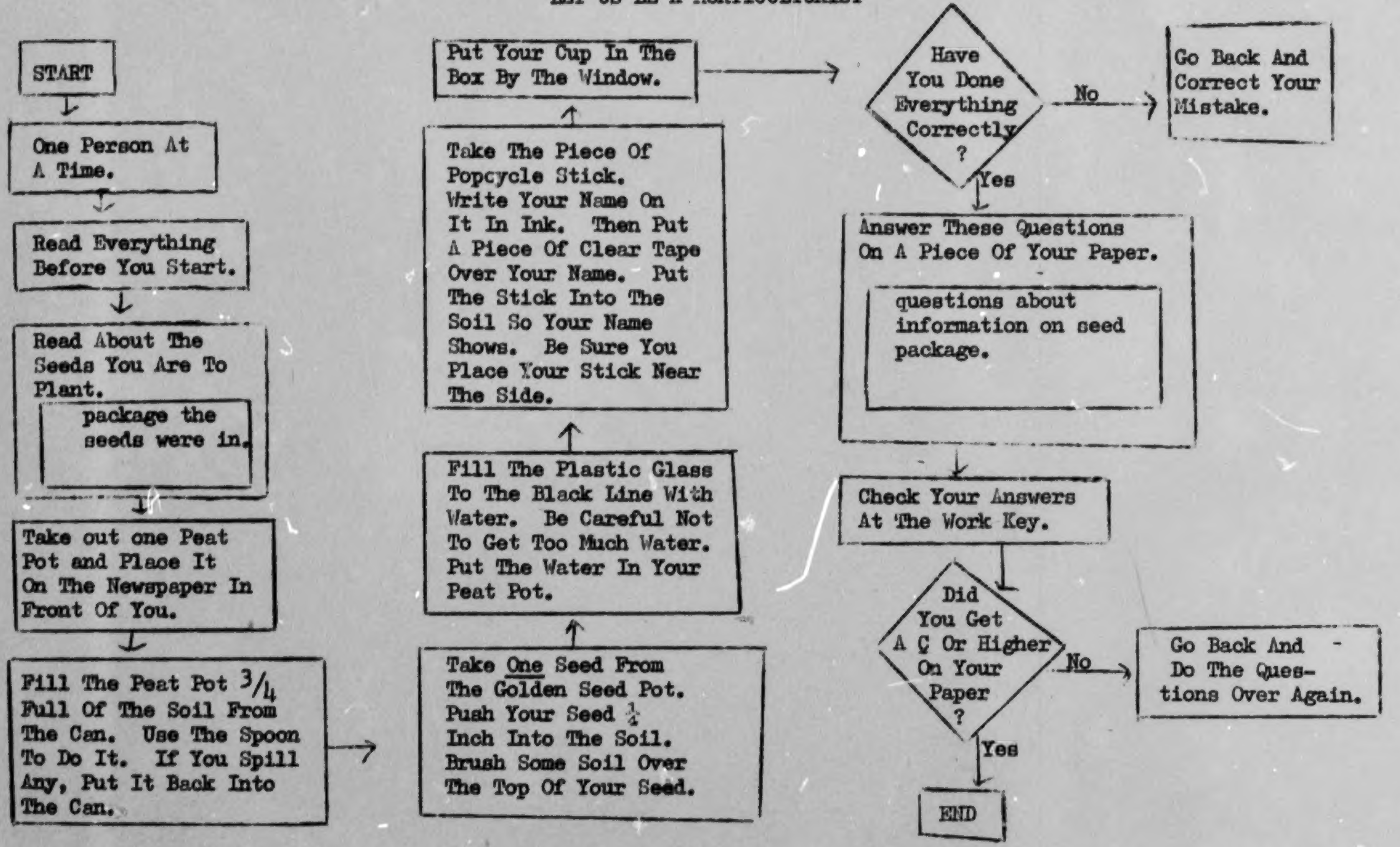
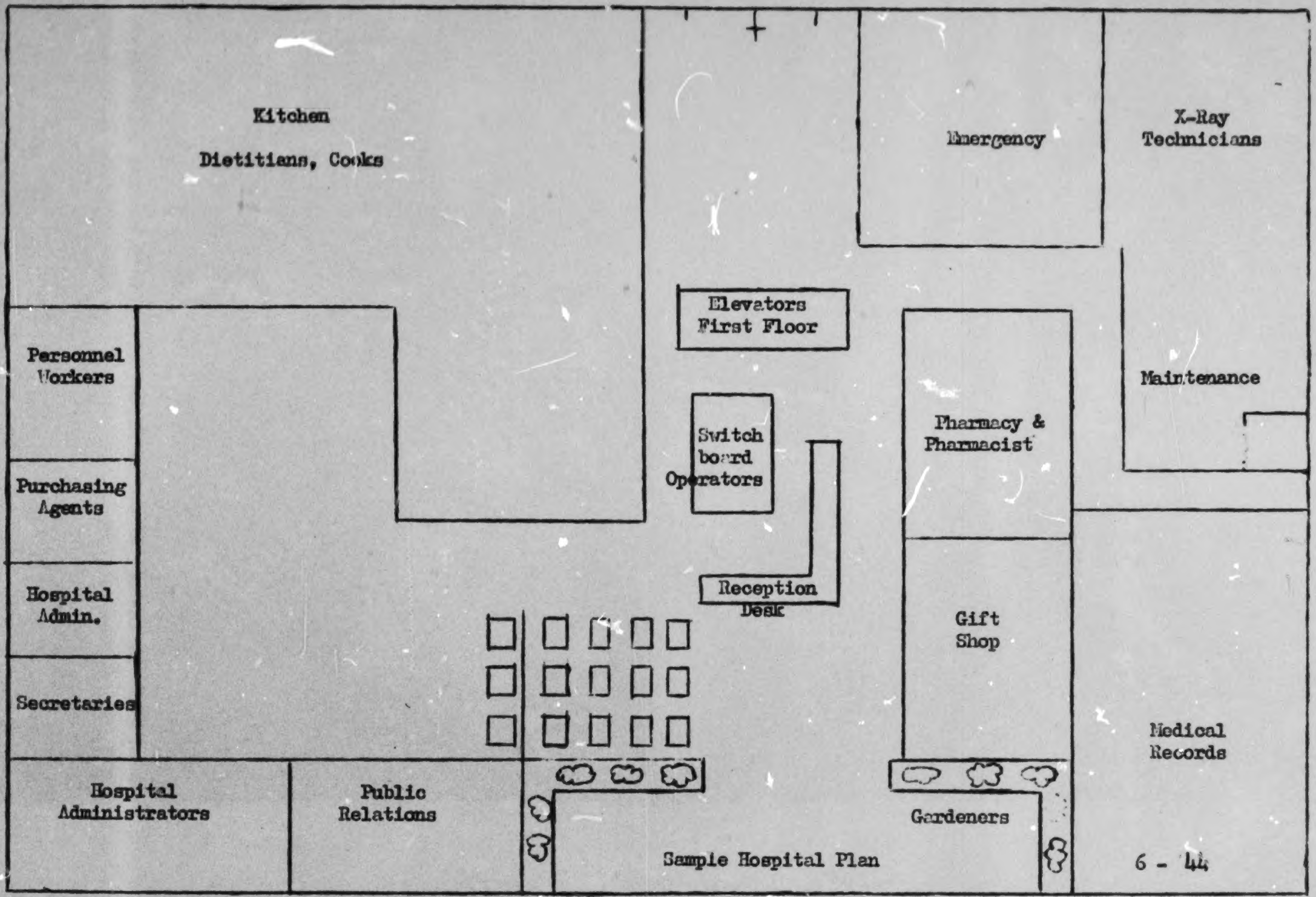
LET US BE A HORTICULTURIST




Kitchen
Dietitians, Cooks
Emergency
X-Ray Technicians
Elevators First Floor
Maintenance
Personnel Workers
Switch board Operators
Pharmacy & Pharmacist
Purchasing Agents
Reception Desk
Hospital Admin.
Gift Shop
Secretaries
Medical Records
Hospital Administrators
Public Relations
Gardeners
Sample Hospital Plan
6 - 44

EVALUATION

I. **Student and Teacher Evaluation**

A. Observation of oral responses
B. Observation of notable changes in student behavior
C. Individualized (Self) Evaluation
D. Opportunity for self-criticism and suggestions for improvement
E. Survey of pupil progress
F. Individual student-teacher conference

II. **Intellectual Evaluation** (content)

A. Pre - and Post - Test
B. Group discussions
C. Accomplishment of Behavioral Objectives
D. Standardized tests
E. Objective and subjective teacher-made and commercial tests.
F. Oral and written reports
G. Projects and Experiments

III. **Psycho-Motor-Skills**

A. Dramatize and role play
B. Make inferences and constructively criticize
C. Make use of artistic ability
D. Do creative writing
E. Read and interpret details
F. Do cursive writing
G. Make use of map skills
H. Analyze, evaluate, and make decisions
I. Distinquish between fact and opinion
J. Compare and contrast situations
K. Oral Expression

EVALUATION
(Continued)

IV. <u>Affective</u> (Attitudes, Appreciations, Values)

A. Open-ended statements
B. Attitude Surveys (Interests)
C. Sociograms
D. Observation of students' appreciation of the dignity and self-worth that stems from all work
E. Observation of students' attitudes toward rules and regulations
F. Observation of level of tolerance towards self and others
G. Observation of accepted social behavior (promptness, dependability, neatness, cooperation)

V. Student Career Evaluation

A. Make booklet of work on careers
B. Set up displays and construct models
C. Dramatize problems in certain occupations
D. Play games that test pupil vocabularies
E. Role play different occupations
F. Make bulletin boards
G. Panel discussions

FILMS

Airplanes - How They Fly - Encyclopedia Britannica Educational Corporation, 1959

Airplanes - Trip by Jet - Encyclopedia Britannica Educational Corporation, 1961

Birth and Death of Mountains - Bailey Films Assoicates, 1961

Characteristics of Plants and Animals - Indiana University, 1954

Chemistry and a Changing World - Encyclopedia Britannica Educational Corporation, 1953

Coal Country - Knowledge Builders

Combustion - An Introduction to Chemical Change - Bailey Films Associates, 1967

Cosmetics Industries Films, Incorporated, 1972

Craftsmen - Arthur Barr Productions

Earthquakes and Volcanoes - Bailey Films Assoicates, 1957

Economics: Newspaper Boy - Bailey Films Associates
The Credit Card - Bailey Films Associates
Money - Bailey Films Associates

Electricity and How It is Made - Encyclopedia Britannica Educational Corporation, 1964

Electromagnets - How They Work - Encyclopedia Britannica Educational Corporation, 1960

Erosion -Bailey Films Associates

Explaining Matter - Atoms and Molecules - Encyclopedia Britannica Educational Corporation, 1960

FILMS
(Continued)

Eyes - Their Structure and Care - Coronet Films, 1956

Filing Procedure in Business - Coronet Films, 1965

Finding Out About Rocks - Universal Education and Visual Arts, 1961

First Aid on the Spot - Encyclopedia Britannica Educational Corporation, 1959

Garden Plants and How They Grow - Coronet Films, 1953

How Does A Garden Grow - Bailey Film Associates, 1963

How to study Ecology - Bailey Film Associates

Introduction Chemistry - Formulas and Equations - Coronet Films, 1966

Jets and Rockets - How They Work - Coronet Films, 1967

Jobs in the City: Mass Media - Centron Educational Films, 1970

Jobs in the City: Medical and Health - Centron Educational Films, 1970

Lea Beverman - Centron Educational Films, (discusses success for handicapped in a vocation), 1970

Learning About Electric Current - Encyclopedia Britannica Educational Corporation, 1955

Matter and Energy - Coronet Films, 1947

Metric System, The - Coronet Films, 1958

Microbes and Their Control - Bailey Film Associates, 1963

FILMS
(Continued)

Microscope and Its Use - McGraw - Hill Textfilms, 1949

Minerals and Rocks - Stones of the Earth - Encyclopedia Britannica Educational Corporation, 1957

Money and Its Uses - Encyclopedia Britannica Educational Corporation, 1962

Money In the Bank and Out - Churchill Films, 1965

Ocean Voyages - Encyclopedia Britannica Educational Corporation, 1955

Oceanography - Science of the Sea - Bailey Film Associates, 1962

Our City Government - Bailey Film Assoicates, 1966

Our State Government - Bailey Film Associates, 1968

Percent - Why and How - Coronet Films, 1966

Plasma - The 4th State of Matter - Bailey Film Associates, 1968

Preface to Chemistry - Encyclopedia Britannica Educational Corporation, 1953

Prehistoric Times - The World Before Man - Coronet Films, 1952

President, The - Encyclopedia Britannica Educational Corporation, 1955

Principle of the Generator - Out of Print, 1946

Ratio and Proportion in Math - Coronet Films, 196[illegible]

Rescue Squad - Encyclopedia Britannica Educational Corporation

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FILMS
(Continued)

<u>Republic of South Africa - Its Land and Its People</u> - Encyclopedia Britannica Educational Corporation, 1963

<u>Richard Hunt, Sculptor - Black Achievement in America</u> - Encyclopedia Britannica Educational Corporation, 1970

<u>Rocky Mountains - The Continental Divide</u> - Producer has revised this edition, 1949

<u>Rocks and Minerals</u> - Bailey Film Associates, 1955

<u>Safety With Electricity</u> - Encyclopedia Britannica Educational Corporation, 1963

<u>School Shop Safety</u> - Bailey Film Associates, 1968

<u>Skeleton, The</u> - Encyclopedia Britannica Educational Corporation, 1953

<u>State Legislature in Action</u> - Coronet Films

<u>Story of a Check</u> - Bailey Film Associates, 1965

<u>Suez</u> - International Film Foundation, 1956

<u>Suez Canal, The</u> - Coronet Films, 1966

<u>Terrarium, The - Classroom Science</u> - Bailey Film Associates, 1968

<u>Tides of the Ocean - Why They Are and How the Sun and the Moon Cause Them</u> - Academy Films, 1964

<u>Transportation - Footpath to Air Lane</u> - Churchill Films, 1965

<u>Understand Vitamins</u> - Encyclopedia Britannica Educational Corporation, 1952

<u>United Kingdom of Great Britain</u> - Bailey Film Associates, 1966

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FILMS
(Continued)

United States Elections - How We Vote - Bailey Film Associates, 1965

Volcanoes In Action - Encyclopedia Britannica Educational Corporation, 1935

What's Inside the Earth - Bailey Film Associates, 1965

Who Needs Rules? - Encyclopedia Britannica Educational Corporation

Writing Better Business Letters - Coronet Films, 1950

Writing Better Social Letters - Coronet Films, 1950

World of Molecules - Churchill Films, 1958

Your Friend the Water, Clean or Dirty - Encyclopedia Britannica Educational Corporation, 1954

FILMSTRIPS

Airplane Changes America, The - Museum Extension Service

Air Pollution Menace - Society for Visual Education

All Matter Has Three Forms - McGraw Hill Book Company

A Trip to the Weather Station - McGraw-Hill Book Company

Atoms and Molecules - McGraw Hill Book Company

Banker, The - Eye Gate House, Incorporated

Baker, The - Eye Gate House, Incorporated

Be Your Own Weather Man - Curriculum Filmstrip

Bill of Rights, The - Pictorial Events

Building An Electric Generator - Encyclopedia Britannica Films

Bus Driver, The - McGraw-Hill Book Company

Butcher, The - Eye Gate House, Incorporat ed

Cabinet, The - Eye Gate House, Incorporat ed

Cafeteria Workers - Young America Films

Changing Surface of the Earth - McGraw Hill Book Company

Coordinate Systems and Graphing - Filmstrip House

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FILMSTRIPS
(Continued)

Congress, The Legislative Branch - Eye Gate House Incorporated

Custodian - Young America Films

Democracy Begins in America - McGraw-Hill Book Company

Dentist, The - McGraw-Hill Book Company

Diet and Health - Encyclopedia Britannica Films

Doctor, The - McGraw-Hill Book Company

English Children - Encyclopedia Britannica Films

Family of Scotland - Encyclopedia Britannica Films

Fractions - Society for Visual Education

Frictional Electricity - McGraw-Hill Book Company

Friction at Work - McGraw-Hill Book Company

Geometry, Sets, Rays - Society for Visual Education

Grocer, The - McGraw-Hill Book Company

Historic Background, The - Eye Gate House, Incorporated

History of Air Transportation - McGraw-Hill Book Company

History of Water Transportation - McGraw-Hill Book Company

How Airplanes Fly - McGraw-Hill Book Company

FILMSTRIPS
(Continued)

How Soil is Formed - McGraw-Hill Book Company

How You Breathe - Curriculum Films

Human Body Framework - Society for Visual Education

Human Circulatory System - Society for Visual Education

Human Digestive System - Society for Visual Education

Human Nervous System - Society for Visual Education

Human Respiratory System - Society for Visual Education

Human Sense Organs - Society for Visual Education

Irish Children - Encyclopedia Britannica Films

Judicial Department and the System of Checks and Balances, The - Eye Gate House, Incorporated

Librarian - McGraw-Hill Book Company

London - Encyclopedia Britannica Films

Living and Working Without Money - Encyclopedia Britannica Films

Man Becomes An Astronomer - Encyclopedia Britannica Films

Man In Flight - Encyclopedia Britannica Films

Measures - Eye Gate House, Incorporation

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FILMSTRIPS
(Continued)

Money - Encyclopedia Britannica Films

Muscular System, The - Encyclopedia Britannica Films

Perimeters and Areas - Eye Gate House, Incorporated

Plane Geometry - Area - Eye Gate House, Incorporated

Polygon Family, The - Eye Gate House, Incorporated

President, The - Encyclopedia Britannica Films

Principal - Young America Films

Sanitation Department Crew - McGraw-Hill Book Company

Saving Our Soil - Encyclopedia Britannica Films

School Nurse - Young America Films

Science at the Airport - McGraw-Hill Book Company

Skeletal System, The - Encyclopedia Britannica Films

Some Things Dissolve - McGraw-Hill Book Company

Space Flight - Human Problems - McGraw-Hill Book Company

Space Flight - Physical Problems - McGraw-Hill Book Company

State Government - Encyclopedia Britannica Films

Teeth and Eating, The - Encyclopedia Britannica Films

6 - 55.

FILMSTRIPS
(Continued)

Thermometer, The - McGraw-Hill Book Company

Using Our Forest Wisely - Encyclopedia Britannica Films

Watchmaker and Jeweler, The - Eye Gate House, Incorporated

Water Pollution: A Complex Problem - Society for Visual Education

Weather - McGraw-Hill Book Company

Weather Bureau, The - Curriculum Filmstrips

Weather and People - Curriculum Filmstrips

What is Conservation - Encyclopedia Britannica Films

What is Soil - Encyclopeida Britannica Films

Why Things Float - McGraw-Hill Book Company

Why We Need Different Kinds of Food - Curriculum Filmstrips

Wright Brothers, The - Enrichment Landmark Filmstrips

You and Your Five Senses - Encyclopedia Britannica Films

Your Muscles - Curriculum Filmstrip

PAMPHLETS

American Astronomical Society. What Astronomy is Like. 211 Fitz Randolph Road, Princeton, N.J. 08540.

American Nurses Association. Professional Nurse. New York, New York 10019.

American Society for Horticultural Science. Horticulture - A Rewarding Career: P.O. Box 109, St. Joseph, Michigan 49085.

American Trucking Association. Truckdrivers and Routeman. Washington, D.C. 20036.

American Water Works Assoication. The Story of Water Supply. 2 Park Avenue, New York, 16, New York.

Automotive Service Industry Association. Automotive Body Repairman. Chicago, Illinois 60601.

Department of Transportation. A Glossary of Aeronautical Terms, You and Your Radio, Radar Sees the Weather, You and Your Transponder, The Flight Service Station, The Control Tower, Air Traffic Service U.S.A., Federal Aviation Administration and Office of Public Affairs, Aeronautical Center, Oklahoma City, Oklahoma.

King Features. Popeye. (Careers) 235 E. 45th Street, New York, New York 10017, 1973.

Manufacturing Chemists Association. Background Information on Water Pollution Control, Background Information on Air Pollution Control. 1825 Connecticut Avenue, N.W., Washington, D. C. 20009.

National Aerospace Education Council. Helicopters at Work, Jets. Shorehom Building, 806 - 15th Street, N.W., Washington, D.C. 20005.

National Automobile Dealers Association. Automobile Mechanics. Washington, D.C. 20006.

National Federation of Licensed Practical Nurses, Incorporated. Licensed Practical Nurse. 250 W. 57th Street, New York, New York 10019.

National Society of Art. Commercial Artists. Art Education Chairman, 115E 40th Street. New York, New York 10019.

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PAMPHLETS
(Continued)

Occupational Analysis Field Center. Jobs in Papermaking, Rehabilitation Theraphy-Art, Therapist—the [illegible]. 310 Price Place, P.O. Box 2209, Madison, Wisconsin.

Pitman - Mo[illegible], Incorporated. For Feline Lovers Only, Puppies Grow Up to be Dogs, What the Veterinarian Does. Fort Washington, Pennsylvania 19034.

Public Affairs Department, The Story of Glass Containers, The Solid Waste Fact Book, Solid Waste Management and Litter Control. Glass Container Manufacturers Institute, Inc., 330 Madison Avenue, New York, New York 10017.

Tuberculosis and Health Association. Virginia Health Careers (all in one package). Virginia Health Careers, Virginia Council on Health and Medical Care, P.O. Box 12363 Central Station, Richmond, Virginia 23241.

United Airlines Employment Office. United Airlines-Flight Career. Hangar 4, National Airport, Washington, D.C. 20001.

United Bankers Association. What is Money? Richmond, Virginia.

Kits

"Chemical and Physical Change." Universal Educational and Visual Arts. (8 mm super loops)

"Dirty Water." Urban Systems, Incorporated. (pollution game)

Follett Vocational Reading Series. Follett Publishing Company. (books)

"Interaction of Man and Man." Rand McNally and Company. (study prints)

"Interaction of Man and His Resources." Rand McNally and Company. (study prints)

Job Experience Kit. Science Research Associates. (hands-on miniature job situations)

"Landslide." Parker Brothers. (political game)

Math Applications Kit. Science Research Associates. (math activity cards - subject oriented)

Open Door Book Series. Children's Press. (books)

People and Choice (PAC) Career Folios. Harcourt Brace Jovanovich, Incorporated. (pamphlets, study sheets)

"People Who Work in Science." Guidance Associates. (filmstrips, cassette tapes)

"Science Library, The." Life Associates. (books)

"Skeletal System: Movement, The." Universal Educational and Visual Arts. (8 mm super loops)

"Smog." Urban Systems, Incorporated (pollution game)

"Urban Crisis Series." Society for Visual Education. (filmstrips, cassette tapes)

Widening Occupations Roles Kit. Science Research Associates, Incorporated. (work briefs, surveys)

What Job For Me Series. McGraw Hill Book Company. (books)

World of Work Kit. Denoyer Geppert Book Company.

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Phase II - Career Orientation and Exploration

Grade 7

Reading	-	pp.	7-4R -- 7-12R
Language Arts	-	pp.	7-13LA -- 7-28LA
Social Studies	-	pp.	7-29SS -- 7-36SS
Mathematics	-	pp.	7-37M -- 7-48M

INTRODUCTION

The seventh grade Career Awareness program is aimed at developing five major vocational goals. Goals one and two are concerned with the student understanding himself through learning about his own abilities and interests and the economic aspects of life. Goal three stresses man's acceptance of the dignity of all honest work. The next sequential step in development is to understand the elements which make up and affect community growth and well-being. This comprises goal four. After the student has moved outward from studying himself and his community, he will investigate career opportunities at the state level.

The instructional method used in the seventh grade program varies. The activities described may be used with the entire class, in groups, learning centers or other class organizations.

This seventh grade program is divided into subject areas with individual informational objectives. This was done to fit a departmentalized scheme. However, this program could be easily adapted to either a self-contained or team-teaching situation.

EDUCATIONAL GOALS

1. To aid students in developing those interests, attitudes, abilities and behaviors which will enable them to make intelligent decisions concerning careers--realizing the relationship between self-awareness and career goals.

2. To aid students in developing an awareness of the long and short-range effects of different alternatives pertaining to the economic aspects of life.

3. To stress the idea that the dignity of honest work and man's interdependence make every job necessary and important.

4. To understand the elements that make up a community and the factors which will affect the growth and well-being of the community.

5. To know where there are large groups of people in Virginia and the relationships between these groups of people and career opportunities.

CONCEPTS

1. Self-awareness is concerned with a knowledge of one's individual interests, attitudes, abilities and behaviors.

2. Self-awareness will enable the student to make self-fulfilling career dicisions.

3. Technological, sociological and economic changes affect careers.

4. An awareness of the short-range economic aspects of life affect the individual in his career decision and life style.

5. All honest work has dignity.

6. Due to economic interdependence, every job is necessary and important.

7. Elements of all fifteen job clusters are present in a community.

8. The growth and well-being of the community are dependent upon the fifteen job clusters.

9. There is a relationship between population density and career opportunities.

PHASE II - CAREER AWARENESS

GRADE 7 - Reading

MASTER UNIT - Careers: City, State and Nation

INFORMATIONAL OBJECTIVES

READING: The student will be able to choose career clusters as related to his current interests, attitudes, abilities and behaviors.

The student will be able to enumerate some significant effects of advances in technology, sociology and economics on careers.

UNIT I - READING

EDUCATIONAL GOAL: To aid students in developing those interests, attitudes, abilities and behaviors which will enable them to make intelligent decisions concerning careers--realizing the relationship between self-awareness and career goals.

CONCEPT(S): Self-awareness is concerned with a knowledge of one's individual interests, attitudes, abilities and behaviors.

Self-awareness will enable the student to make self-fulfilling career decisions.

INFORMATIONAL OBJECTIVE: The student will be able to choose career clusters as related to his current interests, attitudes, abilities and behaviors.

CONTENT AREA	STRATEGIES	RESOURCE MATERIALS
Reading	Read Unit III, "Man Himself."	Textbook: Adventures For Readers, p. 90
	Discuss individual stories of the unit.	
	Develop skills in determining the meaning of words according to context clues.	
	View film.	Film: Aptitudes and Occupations
	Construct or put up a bulletin board consisting of words describing interests, abilities and values.	Magazines, newspapers
	Read about various careers from library books.	Library
	Observe and talk with workers on the job.	

INFORMATIONAL OBJECTIVE: The student will be able to choose career clusters as related to his current interests, attitudes, abilities and behaviors.

CONTENT AREA	STRATEGIES	RESOURCE MATERIALS
Reading	Bring in resource persons from different areas of work.	Resource persons, parents
	Role play in the classroom.	
	Engage in part-time work and react orally (baby sitting, mowing lawns, stock clerk, etc.).	
	Attend educational events outside of school (science, agriculture or auto shows, plays, art exhibits, industrial displays).	

<u>Suggested Student Outcomes for Unit I:</u>

1. The students will read stories and identify with characters with 80% accuracy.

2. Given words in context, 80% of the students will be able to determine their meanings.

3. Having read and discussed stories, 80% of the students will comprehend the printed materials.

<u>Suggested Evaluation Procedures for Unit I:</u>

1. Teacher observation of students as they read stories.

2. Students' written descriptions of "self."

3. Students' selections of meanings of words appropriate to how they are used in context.

4. Students' participations in discussions.

UNIT II - READING

EDUCATIONAL GOAL: To aid students in developing an awareness of the long and short-range effects of different alternatives pertaining to the economic aspects of life.

CONCEPT(S): Technological, sociological and economic changes affect careers.

An awareness of the short-range economic aspects of life affect the individual in his career decision and life style.

INFORMATIONAL OBJECTIVE: The student will be able to enumerate some significant effects of advances in technology, sociology and economics on careers.

CONTENT AREA	STRATEGIES	RESOURCE MATERIALS
Reading	Read "Mother For Mayor."	Textbook: <u>Adventures For You</u>
	Discuss the problem of the play.	
	Dramatize the play.	
	Develop work study skills.	
	Read "Revolt of Machine."	Textbook: <u>Adventures For You</u>
	Discuss the story.	
	Develop skills in matching idioms with the ordinary sense of the word.	
	Listen to tapes.	Tapes: <u>Conquering Obstacles</u> ("Helen Keller" and "Thomas Edison")

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INFORMATIONAL OBJECTIVE: The student wil be able to enumerate some significant effects of advances in technology, sociology and economics on careers.

CONTENT AREA	STRATEGIES	RESOURCE MATERIALS
Reading	Divide into three or four "buzz" groups.	
	Discuss how the lack of modern technology would affect our lives (choose the area of communication for discussion).	
	Students will write out their discoveries.	
	View films.	Films: The Changing City, Automation: What It Is and What It Does
	Discuss the effects of a changing city and the future implications of increasing automation.	
	Explore alternative careers for people in obsolete occupations (discuss skills which carry into other careers, list family of jobs with similar job requirements).	Reference books
	Encourage original poems on the displaced persons (local grocer, local farmer, milkman, iceman).	
	Encourage writing of a skit on the displaced local grocer (emphasize the introduction of the large supermarket versus the local store, correlate the loss of services of the small farmer and the local grocer).	

Suggested Student Outcomes for Unit II:

1. The students will be able to enumerate significant effects of advances in technology with 80% accuracy.
2. The students will be able to match idioms with the ordinary sense of the word with 90% accuracy.
3. The students will be able to comprehend through listening activities with 90% accuracy.

Suggested Evaluation Procedures for Unit II:

1. Teacher observation of student participation in discussion.
2. Teacher evaluation of word-study exercises.

FILMS

Aptitudes and Occupations - Coronet Films

Automation: What It Is and What It Does - Coronet Films

Changing City, The - Churchill Films

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TAPES

Latta's Career Education. Conquering Obstacles - Helen Keller/Thomas Edison. Huntington, West Virginia: 1972-73.

BOOKLETS

My Educational Plans, Job Family Booklets, What Job For Me, Your Job and Your Future. Manchester, Mo.: McGraw-Hill Book Co., 1972.

KITS

Work-Widening Occupational Roles Kits. Chicago, Illinois: Science Research Associates, 1972.

PHASE II - CAREER AWARENESS

GRADE 7 - Language Arts

MASTER UNIT - Careers: City, State and Nation

INFORMATIONAL OBJECTIVES

LANGUAGE ARTS: The students will analyze and evaluate themselves in terms of abilities, interests, attitudes and behaviors in order to make self-fulfilling career decisions.

The students will identify and analyze a wide range of career clusters.

Through written themes, newspaper advertisements, dramatizations and oral communication, students will demonstrate a knowledge of how changes have affected the career decisions and life styles of individuals.

The students will analyze and familiarize themselves with terminology prevalent in credit contracts and job applications.

UNIT I - LANGUAGE ARTS

EDUCATIONAL GOAL: To aid students in developing those interests, attitudes, abilities and behaviors which enable them to make intelligent decisions concerning careers--realizing the relationship between self-awareness and career goals.

CONCEPT(S): Self-awareness is concerned with a knowledge of one's individual interests, attitudes, abilities and behaviors.

Self-awareness will enable the student to make self-fulfilling career decisions.

INFORMATIONAL OBJECTIVE: The students will analyze and evaluate themselves in terms of abilities, interests, attitudes and behaviors in order to make self-fulfilling career decisions.

CONTENT AREA	STRATEGIES	RESOURCE MATERIALS
Language Arts	In a paragraph entitled "My Own Thing," students will describe themselves in terms of personality, abilities, interests, attitudes and behaviors. <u>Skill</u> - mechanics of English composition	Film: <u>Writing A Good Paragraph</u>
	Emphasizing the fact that people are different but also alike in many ways, the students will list ways in which they are alike and different. <u>Skill</u> - word formation, making comparisons using adjectives and adverbs	
	Students will describe "self" as they would like to be.	
	Students will list their hobbies, free-time activities and school activities, then tell why each was chosen. <u>Skill</u> - composition, reporting	Textbook

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INFORMATIONAL OBJECTIVE: The students will analyze and evaluate themselves in terms of abilities, interests, attitudes and behaviors in order to make self-fulfilling career decisions.

CONTENT AREA	STRATEGIES	RESOURCE MATERIALS
Language Arts	Students will identify their academic strengths and weaknesses through tests and records. Skill - decision-making	Teacher tests, cumulative records
	Students will write themes describing good jobs they have done that they believe have benefited someone. Skill - mechanics of English composition	
	After reading several work briefs, students will evaluate them in terms of their own interests and abilities and decide which ones would be their career choices and why. Skill - decision-making and evaluation	Kit: Work-Widening Occupational Roles,
	Students will identify and select information which contains the specific knowledge required for their tentative career choice. Skill - decision-making	Kit: Work-Widening Occupational Roles, Job Family Booklets, Health Careers
	Students will write letters of invitation, business letters for information and materials, letters of application for jobs, thank-you letters for materials and services, and friendly letters. Skill - correct forms for writing business and friendly letters	Textbook
	Students will engage in various aspects of job hunting and applying and securing employment through the use of newspaper ads, bulletins, radio and human resources. Skill - reading and evaluating ads, listening to radio, television and resource people, making introductions, using the telephone correctly	Local newspapers, Resource people
	Students will make and engage in job interviews. Skill - oral expression	

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Suggested Student Outcomes for Unit I:

1. All students will analyze and evaluate themselves in terms of abilities, interests and attitudes by responding to questionnaires and through oral and written discussions.

2. All students will make and respond to interviews through role-playing.

3. All students will have a workable knowledge of job hunting and applying and securing employment through the use of ads, writing letters of application and making interviews.

UNIT II - LANGUAGE ARTS

EDUCATIONAL GOAL: To aid students in developing those interests, attitudes, abilities and behaviors which will enable them to make intelligent decisions concerning careers -- realizing the relationship between self-awareness and career goals.

CONCEPT(S): Self-awareness is concerned with a knowledge of one's individual interests, attitudes, abilities, and behaviors.

Self-awareness will enable the student to make self-fulfilling career decisions.

INFORMATIONAL OBJECTIVE: Students will identify and analyze a wide range of career clusters.

CONTENT AREA	STRATEGIES	RESOURCE MATERIALS
Language Arts	Students will discuss and write about work done during vacation and after school Skill - oral expression, mechanics of writing	
	Students will list and discuss the occupations of family members. Skill - oral expression, rising nouns	Family members
	Students will identify and locate industries in the tri-city area. Skill - map reading, following directions, locating places	City maps
	Students will take field trips to local industries and places of business to see people at work. Skill - listening, observing, reporting	Brown & Williamson, Continental Can Co., Nolde's Bakery, City Library
	Students will read, survey and discuss the career clusters involved in their field trips. Skill - Researching, organizing	Booklets: What Job For Me, Job Family Booklets, Your Job and Your Future-Vols. I and II, 7 - 17

INFORMATIONAL OBJECTIVE: Students will identify and analyze a wide range of career clusters.

CONTENT AREA	STRATEGIES	RESOURCE MATERIALS
Language Arts		Kit: Work-Widening Occupational Roles
	Students will interview different workers to better understand their work. Skill - interviewing	Resource persons
	Students will write letters to Chamber of Commerce, local industries and employment office to secure a list of job opportunities. Skill - correct forms for letter writing	Textbook
	Students will listen to representatives of different careers. Skill - listening, questioning	Company representatives, parents
	After selecting careers of their choice, students will read and record important information about each. Skill - reading and comprehension, summarizing and organizing material read	Kits: Work-Widening Occupational Roles, Health Careers Booklets: Job Family Booklets, Job Attitude: A Job That Goes Someplace, My Educational Plans
	Students will visit libraries to select books and other reference materials on occupational opportunities in the community and state. Skill - use of the library, decision-making	Libraries in school, city and room; Reference books, Booklet: Job Attitudes: Liking Your Job

INFORMATIONAL OBJECTIVE: Students will identify and analyze a wide range of career clusters.

CONTENT AREA	STRATEGIES	RESOURCE MATERIALS
Language Arts	Students will construct charts relating careers, educational requirements and school subjects. Skill - making charts	

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Suggested Student Outcomes for Unit II:

1. Students will be able to identify the fifteen career clusters and will be able to list at least three jobs in each cluster.

2. Students will be able to list at least three careers that they think will be self-fulfilling and tell why each career was listed.

3. Eighty-five percent of the students will be able to select at least three career choices and to relate them to their abilities, interests and attitudes.

UNIT III - LANGUAGE ARTS

EDUCATIONAL GOAL: To aid students in developing an awareness of the long and short-range effects of different alternatives pertaining to the economic aspects of life.

CONCEPT(S): Technological, sociological and economic changes affect careers.

An awareness of the short-range economic aspects of life affect the individual in his career decision and life style.

INFORMATIONAL OBJECTIVE: Through written themes, newspaper advertisements, dramatizations and oral communication, students will demonstrate a knowledge of how changes have affected the career decisions and life styles of individuals.

CONTENT AREA	STRATEGIES	RESOURCE MATERIALS
Language Arts	List jobs that are now obsolete (for example switchboard operator, blacksmith, iceman, etc.).	
	Write newspaper want ads for two of the jobs in the above activity. <u>Skill</u> - mechanics of writing	
	Bring in newspaper ads for jobs of today and contrast these with the ads in the above activity. <u>Skill</u> - oral expression	Local newspapers
	Write a theme telling why some job is obsolete. <u>Skill</u> - research methods, mechanics of writing	Encyclopedias
	Contrast communication media of yesterday with today in terms of career opportunities in the present and past. <u>Skill</u> - research methods, mechanics of writing, public speaking, making charts	Films: <u>Television Serves the Community</u>, <u>Pony Express in America's Growth</u>, <u>The Mailman</u>

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INFORMATIONAL OBJECTIVE: Through written themes, newspaper advertisements, dramatizations and oral communication, students will demonstrate a knowledge of how changes have affected the career decisions and life styles of individuals.

CONTENT AREA	STRATEGIES	RESOURCE MATERIALS
Language Arts	Analyze new and obsolete words brought about by technological, sociological and economic changes. Skill - research methods, dictionary skills, word analysis	
	Make charts showing modern communication media and the career opportunities provided by each. Skill - research methods, chart making	Kit: Work-Widening Occupational Roles

Suggested Student Outcome for Unit III:

1. Given a list of careers, all students, with an 80% degree of accuracy, will be able to point out careers that are obsolete.

UNIT IV - LANGUAGE ARTS

EDUCATIONAL GOAL: To aid students in developing an awareness of the long and short-range effects of different alternatives pertaining to the economic aspects of life.

CONCEPT(S): Technological, sociological and economic changes affect careers.

An awareness of the short-range economic aspects of life affect the individual in his career decision and life style.

INFORMATIONAL OBJECTIVE: Students will analyze and familiarize themsleves with terminology prevalent in credit contracts and job applications.

CONTENT AREA	STRATEGIES	RESOURCE MATERIALS
Language Arts	Examine credit contracts to study terminology. Skill - dictionary skills, word analysis	Credit contracts from local businesses
	Fill in job applications.	Job applications from local businesses
	Role play for job interviews. Skill - oral expression	
	Make charts showing the terminology and meaning used in contracts. Skill - word analysis, chart making	
	Discuss and record qualifications needed to obtain credit. Skill - oral and written expression	
	Invite representatives from credit stores and credit unions to talk to the class about credit. Skill - listening	Resource persons

INFORMATIONAL OBJECTIVE: Students will analyze and familiarize themselves with terminology prevalent in credit contracts and job applications.

CONTENT AREA	STRATEGIES	RESOURCE MATERIALS
Language Arts	Invite representatives from the employment agencies to talk to the group about employment, how to fill out employment applications. Apply for Social Security numbers which are needed for employment. Skill - letter writing	Resource persons

Suggested Student Outcomes for Unit IV:

1. At least 90% of the students will have a working knowledge of contract terminology.
2. At least 75% of the students will correctly fill out job applications.

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FILMS

Writing Better Business Letters - Coronet Films

Writing Better Social Letters - Coronet Films

Writing a Good Paragraph - Coronet Films

Writing a Report - Coronet Films

You and Your Library - Av - Ed Films

Your Voice - Encyclopedia Britannica Educational Corporation

TAPES

Latta's Career Education. Conquering Obstacles - Helen Keller/Thomas Edison. Huntington, West Virginia: 1972-73.

BOOKLETS

My Educational Plans, Job Family Booklets, What Job For Me, Your Job and Your Future. Manchester, Mo.: McGraw-Hill Book Co., 1972.

KITS

Work-Widening Occupational Roles Kits. Chicago, Illinois: Science Research Associates, 1972.

PHASE II - CAREER AWARENESS

GRADE 7 - Social Studies

MASTER UNIT - Careers: City, State and Nation

INFORMATIONAL OBJECTIVES

SOCIAL STUDIES: The student will be able to demonstrate an awareness of his interests, abilities, strengths and weaknesses.

The student will be able to enumerate some specific effects of changes in technology on the quality of life and careers.

UNIT I - SOCIAL STUDIES

EDUCATIONAL GOAL: To aid students in developing those interests, attitudes, abilities and behaviors which will enable them to make intelligent decisions concerning careers--realizing the relationship between self-awareness and career goals.

CONCEPT(S): Self-awareness is concerned with a knowledge of one's individual interests, attitudes, abilities and behaviors.

INFORMATIONAL OBJECTIVE: The student will be able to demonstrate an awareness of his interests, abilities, strengths and weaknesses.

CONTENT AREA	STRATEGIES	RESOURCE MATERIALS
Social Studies	Students will bring their favorite recording to class accompanied by album covers, lyrics, etc. Students will decide what <u>values</u> are implied by the song, what values they share with the songwriter, what similarities they share with the singer, etc.	Records, lyrics, album covers
	Students will complete open-ended case studies which involve making value choices (choosing between respect for law or loyalty to brother). Answers will be discussed and values behind decisions listed.	Case studies
	Students will play a "reaction game." Isolate 5 students from the classroom. Students individually will return to room and be faced with a class-picked situation. A student can keep tally of reactions. What <u>needs</u> are being met by the reactions?	
	Students will listen to several resource persons from the local high school describing and showing pictures of various courses of study. Students ask question.	Resource person

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INFORMATIONAL OBJECTIVE: The student will be able to demonstrate an awareness of his interests, abilities, strengths and weaknesses.

CONTENT AREA	STRATEGIES	RESOURCE MATERIALS
Social Studies	Students will take a field trip to the high school and mark tally sheet of interests seen at high school on scale of 1-6. (photography, woodcutting, journalism, etc.).	
	Students will visit "Career Corners" and experiment with various paraphernalia and information concerning a career cluster. Students will keep lists of abilities necessary for various careers.	Information and paraphernalia concerning a career cluster
	Students will read unit "Man as an Individual" and answer the accompanying questions.	Textbook: pages 4-78
	Students will read about careers in which they are interested and will write a report of the requirements and procedures for obtaining employment in one of these careers.	Books: <u>Open Door Books</u>
	Students will fill out an interest inventory.	
	Students will list their academic subjects plus one or two hobbies or sports into catagories of "Excellent," "Good" or "Poor." From this list they will rank a tentative career list according to their abilities.	

Suggested Student Outcomes for Unit I:

1. All students will be able to successfully complete an interest inventory list.

2. All students will be able to successfully list their subjects, hobbies and sports and rank them as "Excellent," "Good" or "Poor."

3. All students will be able to list at least five careers that suit their abilities and interests.

Suggested Evaluation Procedures for Unit I:

1. Teacher's observation of pupil progress in forming interests and recognizing abilities.

2. Written inventory forms.

UNIT II - SOCIAL STUDIES

EDUCATIONAL GOAL: To aid students in developing an awareness of the long and short-range effects of different alternatives pertaining to the economic aspects of life.

CONCEPT(S): Technological, sociological and economic changes affect careers.

An awareness of the short-range economic aspects of life affect the individual in his career decision and life style.

INFORMATIONAL OBJECTIVE: The student will be able to enumerate some specific effects of changes in technology on the quality of life and careers.

CONTENT AREA	STRATEGIES	RESOURCE MATERIALS
Social Studies	Students will list the uses of water in a more primitive society such as Jamestown, Virginia's first settlement.	Textbook: <u>Virginia: History, Government, Geography</u>
	Students will construct either a diorama or a model of the Jamestown village illustrating what basic needs water was satisfying (source of food, transportation, drinking water, irrigation, cleanliness, etc.).	
	Students will view film.	Film: <u>Jamestown-The First English Settlement in America</u>
	Students will have a "Parade of Careers" in which they will assume the role of different settlers from Jamestown whose careers are connected with water. Each "settler" in the parade will assume the proper dress for his career, report to the class what duties and tasks are involved in his job and describe how his life style would be affected.	

INFORMATIONAL OBJECTIVE: The student will be able to enumerate some specific effects of changes in technology on the quality of life and careers.

CONTENT AREA	STRATEGIES	RESOURCE MATERIALS
Social Studies	Students will look at pictures of water in its various forms in the community in which they live. (This can be displayed on a bulletin board or in a learning center). Students will make a list of the uses of water in their community, putting a star next to those that have not changed since the Jamestown settlement.	Pictures displayed on bulletin board or in learning center
	Those uses of water that have changed since the Jamestown settlement will be put on the board. The class will be divided into groups. Each group will be assigned a part of this list. The group will do research to determine how technology has played a part in changing the uses of water. How have these uses changed the life styles of people?	Textbook: Pages 4-78 Encyclopedias
	Students will again have a "Parade of Careers" in which they will assume the work roles of community people whose careers are connected with water. "Workers" will describe their jobs to the class and either tell about or role-play some of the aspects of their life styles.	
	Students will draw a series of pictures or a mural which will illustrate the changes technology has made on the uses of water and on the life styles of man.	
	Students will set up a model community of the future. In this model they will show imaginary changes in technology as they would affect the use of water and the changes these would make on the people's life styles and careers.	

Suggested Student Outcomes for Unit II:

1. In a mural or series of pictures reflecting a contrast in man's past use of a resource (water) and the present use of this resource, the student will demonstrate his knowledge of technology's effect on man's life style and career.

2. In building a model community of the future reflecting the change of technology from today, the student will demonstrate and apply his knowledge of technology on man's life style and career.

3. The student will be able to list at least five specific effects of the advances of technology on man's life style and at least five effects of changing technology on careers.

Suggested Evaluation Procedures for Unit II:

1. Teacher observation of student progress in completing projects.

2. Teacher observation of student progress through listening to students during conversations and discussions.

3. Written test or quiz in which teacher evaluates progress of students.

TAPES

Latta's Career Education. Conquering Obstacles - Helen Keller/Thomas Edison. Huntington, West Virginia: 1972-73.

BOOKLETS

My Educational Plans, Job Family Booklets, What Job For Me, Your Job and Your Future. Manchester, Mo.: McGraw-Hill Book Co., 1972.

KITS

Work-Widening Occupational Roles Kits. Chicago, Illinois: Science Research Associates, 1972.

PHASE II - CAREER AWARENESS

GRADE 7 - Math

MASTER UNIT - Careers: City, State and Nation

INFORMATIONAL OBJECTIVES

MATH: The student will be able to choose job clusters as related to his interests, attitudes, abilities, and behaviors.

The student will investigate the aspects of financial management.

UNIT I - MATH

EDUCATIONAL GOAL: To aid students in developing those interests, attitudes, abilities and behaviors which will enable them to make intelligent decisions concerning careers--realizing the relationship between self-awareness and career goals.

CONCEPT(S): Self-awareness is concerned with a knowledge of one's individual interests, attitudes, abilities and behaviors.

Self-awareness will enable the student to make self-fulfilling career decisions.

INFORMATIONAL OBJECTIVE: The student will be able to choose job clusters as related to his interests, attitudes, abilities and behaviors.

CONTENT AREA	STRATEGIES	RESOURCE MATERIALS
Math	View and discuss film.	Film: <u>Choosing Your Occupation</u>
	View and discuss filmstrip.	Filmstrip: <u>Your Personality - The You Others Know</u>
	Listen to a counselor or personnel director talk about attributes employers look for in hiring.	Counselors from Peabody High School
	Figure hourly, weekly and yearly income of jobs within a cluster.	Want ad section of daily newspapers
	Understand numerical values in graphs, charts and tables. For example, read dimensions on drawings, determine distances on maps, locate streets by coordinates on city map.	City maps of Petersburg, Textbook: pages 84, 86, 87, 312, 314 Blueprints

INFORMATIONAL OBJECTIVE: The student will be able to choose job clusters as related to his interests, attitudes, abilities and behaviors.

CONTENT AREA	STRATEGIES	RESOURCE MATERIALS
Math	Estimate numerical quantities. For example, estimate areas of geometric figures such as rectangles. Estimate width of streets, size of windows.	Geoboards, rubber bands, yardsticks
	Compare numerical values. For example, compare common fractions, areas of two geometric figures, prices of magazine subscriptions with news store costs.	Textbook: pages 186, 266-271, pamphlets from mail order houses, telephone
	Visit a computer center.	Virginia State College's computer center
	Perform calculations and transactions involving money. For example, figure simple totals for purchases, wages, taxes, etc.	Transparencies, typical payroll check stubs with explanation of entries, daily papers, catalogs, Textbook: pages 160-167
	Measure things around the classroom to have students become aware of fractional parts of an inch.	Yardsticks
	Relate fractions to the world of work by having students find how the workers listed below use fractions in their work. carpenter — painter housewife — mechanic seamstress — wallpaper hanger	Resource persons from the community
	Make bar graphs depicting the distribution of employed persons according to occupational families.	

INFORMATIONAL OBJECTIVE: The student will be able to choose job clusters as related to his interests, attitudes, abilities and behaviors.

CONTENT AREA	STRATEGIES	RESOURCE MATERIALS
Math	Complete crossword puzzle which emphasizes how mathematics is related to a wide variety of occupations.	Sample attached
	Compute student's absenteeism and tardiness to show what it would cost the company if he were working and have the students discuss their findings.	Sample attached

Suggested Student Outcomes for Unit I:

1. Students will successfully complete 80% of the enclosed crossword puzzle to demonstrate a knowledge of math terms and related occupations.
2. Students will perform calculations involving money with an 80% degree of accuracy.
3. Students will construct bar graphs depicting the distribution of employed persons according to occupational families.

Suggested Evaluation Procedures for Unit I:

1. Observation
2. Puzzle
3. Student participation in discussions

ABSENCE ON THE JOB

1. How many days have you been absent this semester?

2. What were the reasons for absence?

3. If you earned $1.60 an hour, and were absent for an 8-hour day, how much would you:
   a. Lose in a day?
   b. Have lost for the semester so far?

4. If you were an employer, how would you feel about people who were absent from work very often?

5. Could your attendance record be improved?

Signature

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MATH TERMS AND RELATED OCCUPATIONS

			1 A	R	2 E	A		
3 O	D	D			N			
			4 A	N	G	L	5 E	
6 P	I				I		V	
E			7 B	A	N	K	E	R
N		8 C	O	N	E		N	
			O		E			9 S
10 W	O	R	K	E	R			E
			K			11 D		T
12 F	O	R	E	S	T	E	R	
			E			N		
13 C	A	R	P	E	N	T	E	14 R
		E	E			I		A
15 C	L	E	R	K		S		Y
						T		

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CLUES

__Across__

1. Amount of surface
3. Not exactly divisible by two; opposite of even
4. That proportion of a circular arc intercepted by such lines
6. The name of the sixteenth Greek letter; also found in the formula for area of a circle
7. Person who conducts his work receiving and lending money
8. A solid generated by a line passing through a fixed point and a given plane curve; often used to hold dips of ice cream
10. One who puts forth effort
12. One who works with preservation of trees
13. A builder; works with wood
15. Sales person

__Down__

2. One who works with any mechanical contrivance; this person is also found on a train
5. Whole; having no fractional part; divisible by two
6. An instrument for writing
7. Person keeping records of money transactions
9. Collection of objects
11. Person who deals with the science of treating teeth
14. A straight line extending from a point

UNIT II - MATH

EDUCATIONAL GOAL: To aid students in developing an awareness of the long and short-range effects of different alternatives pertaining to the economic aspects of life.

CONCEPT(S): Technological, sociological and economic changes affect careers.

An awareness of the short-range economic aspects of life affect the individual in his career decision and life style.

INFORMATIONAL OBJECTIVE: The student will investigate the aspects of financial management.

CONTENT AREA	STRATEGIES	RESOURCE MATERIALS
Math	List items essential to a family budget.	Film: Money and Its Uses
	Set up a hypothetical family budget.	Pupils and parents
	Compute interest at current rates on car loans, mortgages and charge plans.	Banking personnel and proper forms, daily newspapers
	Display specimens of Christmas Clubs, checks, savings accounts, saving certificates.	Specimens of installment contracts
	Study the advantages and/or disadvantages of paying cash versus installment buying.	Banking personnel Film: How Money and Credit Help Us
	Graph the percentage of the take-home pay going for shelter, food, clothing, recreation and savings.	Graphs
	Visit a bank.	Bank

INFORMATIONAL OBJECTIVE: The student will investigate the aspects of financial management.

CONTENT AREA	STRATEGIES	RESOURCE MATERIALS
Math	Have resource persons (bankers) share information with students.	Bank personnel
	Role-play setting up and carrying out banking transactions.	Filmstrips with records: <u>How Money Goes Round and Round</u>, <u>How We Borrow Money</u>

Suggested Student Outcomes for Unit II:

1. Eighty percent of the students will list the items essential to a family budget.
2. Eighty percent of the students will compute interest at current rates on car loans, mortgages, and charge plans.
3. Eighty percent of the students will set up a hypothetical family budget.

Suggested Evaluation Procedures for Unit II:

1. Observation
2. Student participation in discussions
3. Worksheets

TAPES

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BOOKLETS

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KITS

Work-Widening Occupational Roles Kits. Chicago, Illinois: Science Research Associates, 1972.

Phase II - Career Orientation and Exploration

Grade 8

Social Studies

INTRODUCTION

The program for eighth grade Social Studies is designed with the concept of the student being the center of the world around him. The student will be given various tasks and activities to acquaint him with himself and his immediate surroundings.

He will explore various occupational clusters on this level. This exploration is divided into seven units of organization conducive to the study of careers as well as Social Studies. The student will investigate occupations, how they vary during different periods and the influence of external forces on occupations such as war, etc. We hope to orient him with relevant career experiences that will make Social Studies more meaningful.

The seven major concepts are outlined in diagram form in varying degrees of complexity. The possibilities for the development of sub-concepts is endless. Each concept and subsequent sub-concepts represent a starting point for the exploration of occupations and Social Studies. We see the two as compatible and inseparable.

EDUCATIONAL GOALS

1. Encouraging each child to become a democratic person whose behavior is guided by democratic values.

2. Acquiring and using functional information and basic understanding of home, neighborhood, state, nation and world; accepting responsibility; respecting the law; gaining confidence; and gaining skill in critical thinking and problem solving involving human relationships.

3. Using dependable sources of information; locating, evaluating, selecting, organizing and presenting information effectively; and basing action on sound conclusions.

4. Coping intelligently with change, in as much as change is inevitable and desirable in developing situations and participating effectively in bringing about new conditions for the improvement of living.

5. Developing an awareness that it is necessary for a citizen in a democracy to be literate and accurately informed.

6. Using mass media to build defenses against propaganda and ideologies contrary to democratic principles and, thereby, investigating all sides of a question before arriving at a decision.

7. Guiding each child to develop into a useful and well-adjusted citizen by participating in and improving community life and by achieving feelings of adequacy as a person and as an accepted member of the group.

8. Appreciating and respecting other persons' cultural similarities, differences and contributions to our way of living, realizing that human dignity and personality are of first importance in human relationships regardless of race, color or creed.

9. Acquiring and using practical information concerning such concepts as: production of goods and services, transportation, distribution, communication and conservation of natural resources.

EDUCATIONAL GOALS (cont.)

10. Understanding and appreciating the impact of: scientific advancement and education upon ways of living; the effect of family life, community living, and national and international welfare; and the increasing interdependence characteristic of modern living.

11. Stimulating curiosity and providing information and motivation that will enable each individual to make intelligent career choices in the future - - choices that are compatible with one's interests and abilities as well as one's plans.

12. Developing the concept that "All men are created equal, and that each has the right to life, liberty and the pursuit of happiness."

CONCEPTS

1. An understanding and acceptance of self is important throughout life.
2. Personality is an important factor in securing and holding a job.
3. Different careers require different abilities.
4. Individuals differ in their abilities, interests, attitudes and values.
5. Individuals are, to a great extent, responsible for success or failure in a chosen career.
6. Individuals learn to act as members of a group through the process of socialization.
7. A person builds character; he is not born with it. This is an important factor to success in any career.
8. The United States Constitution guarantees equal protection under the law (civil liberties and civil rights), yet many have never known equality.
9. Basically, all people have the same biological, psychological, political and cultural similarities.
10. Other minority groups have benefitted from the black man's struggle for equality.
11. There are several types of prejudice which may be expressed in many different ways.
12. Prejudice often leads to discrimination.
13. Persons need to be recognized as having dignity, worth, rights and responsibilities.
14. Students need to develop a perception of their abilities and interests as related to career requirements in the political world.
15. People work for different reasons—sometimes without pay (campaign manager).

CONCEPTS (cont.)

16. Interaction and interdependency are important necessities in achieving certain goals.

17. Occupational supply and demand has an impact on career planning.

18. Various groups and institutions influence the nature and structure of work.

19. Job characteristics and individuals must be flexible in a changing society.

20. Students need to understand economic potential as related to career clusters.

21. Occupations exist for a purpose.

22. Persons working on all levels in governmental careers should be worthy of respect in those relations between worker and employer.

23. Our form of government makes the individual assume the responsibility for planning his own future.

24. Governmental careers on a local, state or federal level are available on a merit basis regardless of individual status.

25. Interrelations in decision-making processes apply to government in the study of careers.

26. Through government, students are able to understand the characteristics of leadership.

27. Governmental environment and individual potential interact to influence career development.

28. Job specialization caused by assembly production is an example of interdependency resulting from technology.

29. Job characteristics and individuals must be able to adjust to the deletion and development of various occupations caused by technology and the knowledge explosion.

30. Work means different things to different people.

UNIT OBJECTIVES

1. Students will be provided with the information and motivation that will enable them to make career choices compatible with their interests, abilities and plans for the future.

2. Students will be guided to develop an intelligent understanding and an acceptance that prejudice is acquired through experiences and environmental circumstances and may apply to almost anything or anyone.

3. Students will be guided to an understanding of the importance of elections in a democratic system.

4. Students will be presented with the total concept of war--the interrelatedness of basic causes, advances and results of most wars.

5. Students will be provided with the information necessary for gaining an understanding of the basis for and the development of government and how this has created the need for more financing and more jobs.

6. Students will be presented with the concept of democracy as a way of life and will be guided by its principles and values while appreciating the sacrifices and contributions made to promote democratic living in the United States.

7. Students will demonstrate an understanding and an appreciation of the impact that scientific advancement and technological change have had upon our way of life.

INFORMATIONAL OBJECTIVES

1. Students will develop positive attitudes toward the world of work and will realize the worth and dignity in honest employment.

2. Students will demonstrate the realization that individuals are expected to become contributing members of society.

3. Students will develop the ability to recognize job situations in which they will best fit to contribute the most to society and to receive the greatest pleasure as well as the greatest monetary benefits.

4. Students will constantly examine themselves as individuals by analyzing, evaluating and assessing their abilities, interests and values. They will become their own best critic.

5. Students will demonstrate that a good personality is the key to success in the working world—that it enhances one's ability to get along with others in the world.

6. Students will determine educational requirements for becoming a qualified worker in the career of their choice.

7. Students will identify the various types of prejudices in real life situations.

8. Students will trace the origin of the various types of prejudice and chart the development.

9. Students will list the causes and consequences of prejudice and discrimination and will indicate the types of adjustments made by society.

10. Students will identify situations or give examples which show how other minority groups have benefited from the black man's fight for equal rights.

11. Having researched laws and court decisions that were designed to retard certain racial advancements, students will list, examine and evaluate these situations.

12. Students will examine and evaluate laws and court decisions that have brought great changes in American life.

INFORMATIONAL OBJECTIVES (cont.)

13. Students will distinguish between prejudice and discrimination.

14. Students will identify election vocabulary terms.

15. Students will list the qualifications for various political offices.

16. Students will learn how and why a campaign is organized.

17. Students will identify the people working in a campaign and the responsibilities of the various jobs.

18. Students will differentiate between elected positions, appointed ones and ones obtained on merit.

19. Students will identify the terminology needed to understand and discuss war.

20. Students will compare and contrast the differences between war and peace-time economies.

21. Students will compare and contrast the economic, social, political and psychological results of war.

22. Students will identify important events and persons connected with war.

23. Students will identify the technological improvements brought about by war.

24. Students will recognize and use certain terms relevant to government.

25. Students will make charts depicting the people who run our government.

26. Students will list benefits and careers related to those services performed by our government.

27. Students will identify the people who work in our local, state and federal governments and the various occupations involved.

INFORMATIONAL OBJECTIVES (cont.)

28. Students will compare our government with that of other nations.

29. Students will recognize that people form governments for enforcing laws and providing services they cannot provide for themselves.

30. Students will acquire and communicate the concepts inherent in "democracy."

31. Students will identify the basic features of a democracy.

32. Students will name and identify important personalities in history responsible for the development of democracy and will point out leadership characteristics as related to career development.

33. Students will list the responsibilities and rights of citizens in a democracy.

34. Students will list some of the changes that have taken place in our society as a result of specific events in the development of democracy.

35. Students will identify the problems of a democracy by citing ways a democracy can be improved.

36. Students will contrast the features of American democracy with other forms of contemporary government. (Monarchy, communism, etc.)

37. Students will use correctly certain terminology connected with technology. (Mass production, interchangeable parts, assembly line, power, energy, etc.)

38. Students will determine the advancement of technology in transportation and the various occupations this offers.

39. Students will show technological progress in communications and will identify the careers related to this field.

INFORMATIONAL OBJECTIVES (cont.)

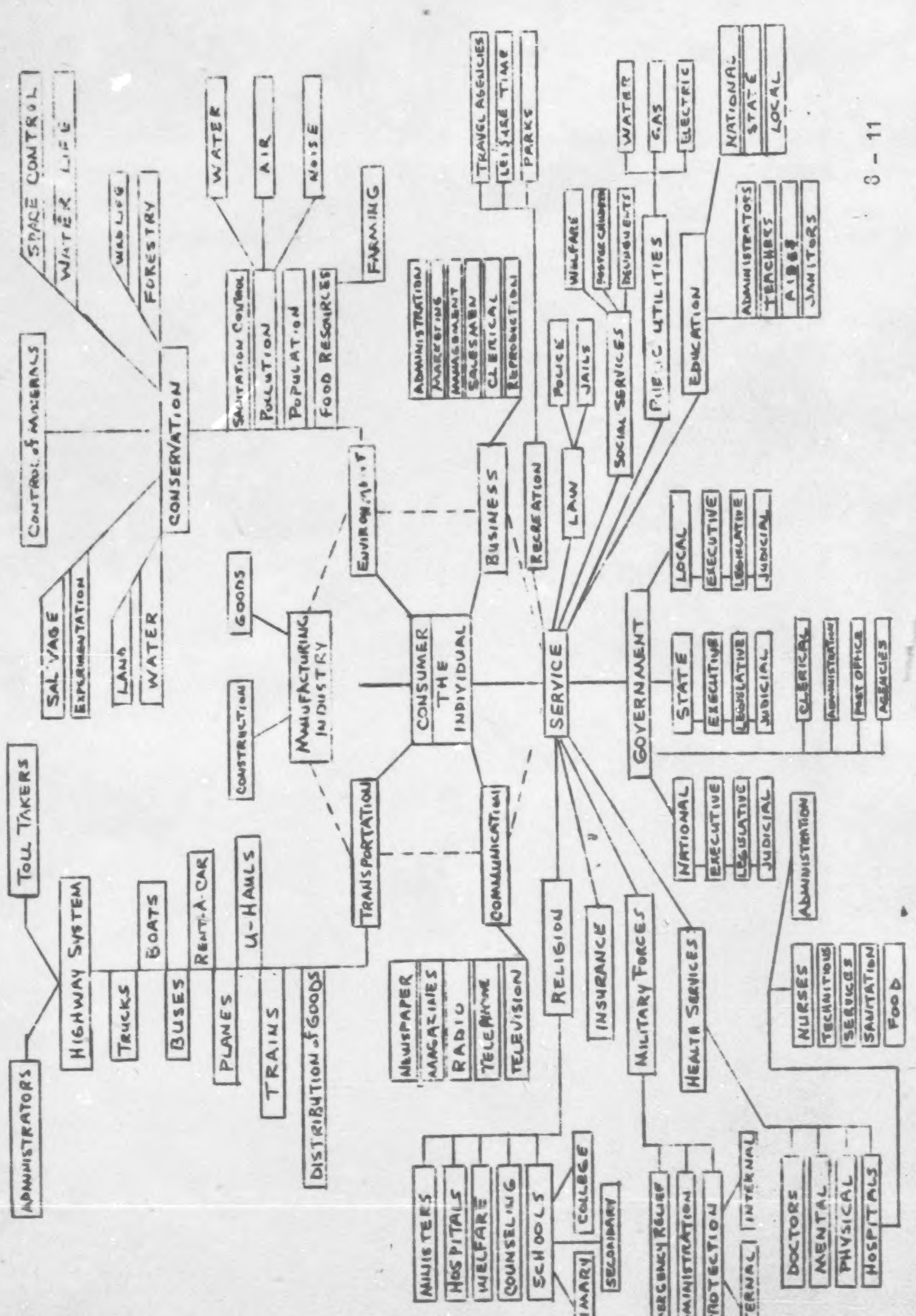
40. Students will show a cause and effect relationship between technology and disease and will identify the health careers involved.

41. Students will compare and contrast the positive and negative aspects of technology.

42. Students will indicate the effects technology has produced on expansion in relation to space.

43. Students will cite the effects technology has had on expansion in relation to the oceans.

44. Students will indicate the effects technology has or has not had on their career choice. (e.g., supply and demand)


CONSUMER THE INDIVIDUAL
MANUFACTURING INDUSTRY
CONSTRUCTION
GOODS
TRANSPORTATION
COMMUNICATION
ENVIRONMENT
BUSINESS
SERVICE
TOLL TAKERS
ADMINISTRATORS
HIGHWAY SYSTEM
TRUCKS
BOATS
BUSES
RENT-A-CAR
PLANES
U-HAULS
TRAINS
DISTRIBUTION of GOODS
SALVAGE
EXPERIMENTATION
LAND
WATER
CONTROL of MINERALS
CONSERVATION
SPACE CONTROL
WATER LIFE
WILD LIFE
FORESTRY
SANITATION CONTROL
POLLUTION
POPULATION
FOOD RESOURCES
WATER
AIR
NOISE
FARMING
ADMINISTRATION
MARKETING
MANAGEMENT
SALESMEN
CLERICAL
REPRODUCTION
TRAVEL AGENCIES
LEISURE TIME
PARKS
RECREATION
LAW
POLICE
JAILS
SOCIAL SERVICES
WELFARE
DELINQUENTS
PUBLIC UTILITIES
WATER
GAS
ELECTRIC
EDUCATION
NATIONAL
STATE
LOCAL
ADMINISTRATORS
TEACHERS
AIDES
JANITORS
NEWSPAPER
MAGAZINES
RADIO
TELEPHONE
TELEVISION
RELIGION
INSURANCE
MILITARY FORCES
HEALTH SERVICES
GOVERNMENT
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NURSES
TECHNICIANS
SERVICES
SANITATION
FOOD
MINISTERS
HOSPITALS
WELFARE
COUNSELING
SCHOOLS
COLLEGE
PRIMARY
SECONDARY
EMERGENCY RELIEF
ADMINISTRATION
PROTECTION
INTERNAL
EXTERNAL
DOCTORS
MENTAL
PHYSICAL
HOSPITALS

8 - 11

UNIT I - THE INDIVIDUAL

EDUCATIONAL GOALS:

Guiding each child to develop into a useful and well-adjusted citizen by participating in and improving community life and by achieving feelings of adequacy as a person and as an accepted member of the group.

Appreciating and respecting other persons' cultural similarities, differences and contributions to our way of living, realizing that human dignity and personality are of first importance in human relationships regardless of race, color or creed.

Stimulating curiosity and providing information and motivation that will enable each individual to make intelligent career choices in the future--choices that are compatible with one's interests and abilities as well as one's plans.

CONCEPTS:

An understanding and acceptance of self is important throughout life.

Personality is an important factor in securing and holding a job.

Different careers require different abilities.

Individuals differ in their abilities, interests, attitudes and values.

Individuals are, to a great extent, responsible for success or failure in a chosen career.

Individuals learn to act as members of a group through the process of socialization.

A person builds character; he is not born with it. This is an important factor to success in any career.

UNIT OBJECTIVE:

Students will be provided with the information and motivation that will enable them to make career choices compatible with their interests, abilities and plans for the future.

INFORMATIONAL OBJECTIVES:

Students will develop positive attitudes toward the world of work and will realize the worth and dignity in honest employment.

Students will demonstrate the realization that individuals are expected to become contributing members of society.

Students will develop the ability to recognize job situations in which they will best fit to contribute the most to society and to receive the greatest pleasure as well as the greatest monetary benefits.

Students will constantly examine themselves as individuals by analyzing, evaluating and assessing their abilities, interests and values. They will become their own best critic.

Students will demonstrate that a good personality is the key to success in the working world—that it enhances one's ability to get along with others in the world.

Students will determine educational requirements for becoming a qualified worker in the career of their choice.

UNIT OBJECTIVE: Students will be provided with the information and motivation that will enable them to make career choices compatible with their interests, abilities and plans for the future.

STRATEGIES	RESOURCE MATERIALS
Students will view filmstrips depicting various aspects of human living as individuals relate to each other. They will become aware of "self" in an impersonal society and of their own attributes and short-comings.	Tapes: Secrets, Filmstrip: Understanding Myself, Guidance Series Set #1, Filmstrip: To Have a Neighbor, Be a Neighbor, Guidance Series Set #2
Arrange a bulletin board displaying the various job clusters. Invoke a discussion to determine the extent of students' knowledge about various job opportunities.	Magazines and newspapers
Having determined by way of a checklist students' various interests and attitudes, form groups accordingly and set up "interest centers" with related materials (books, magazines, pictures, crafts, filmstrips, records, etc.).	Designed checklist to determine interests and attitudes
Invite parents of students who are locally employed to discuss their jobs, benefits obtained from it, requirements for it, and how they, through their jobs, serve the community.	Parents and/or community workers
Students will create bulletin boards or large posters depicting people employing attitudinal, intellectual, or manual skills (people working with people, people working with machinery, people working with ideas).	Current magazines and newspapers

UNIT OBJECTIVE: Students will be provided with the information and motivation that will enable them to make a career choice compatible with their interests, abilities and plans for the future.

STRATEGIES	RESOURCE MATERIALS
Students will make picture charts depicting various interest areas and will list underneath the charts the abilities needed. Checking against these charts, students will identify their present abilities and those they may need to acquire in order to pursue their interest.	Current magazines and newspapers
Students will make two lists--1) persons and 2) things in their environment. Students will rank these according to their importance to them and then orally describe how they relate to their view of work.	Community resources
Having toured the telephone company, the students will discuss various job opportunities thinking in terms of their own abilities and skill to perform in these capacities.	Parents, company guide, company employee
Students will participate in a simulated game of role playing.	Game: <u>Life Career</u>
Having made a decision of a possible career choice, students will design a flow chart projecting their future plans.	Books, <u>Job Experience Kit, - Exploring the World of Work</u>
Students will write an autobiography reflecting upon their past experience.	

UNIT OBJECTIVE: Students will be provided with the information and motivation that will enable them to make a career choice compatible with their interests, abilities and plans for the future.

STRATEGIES	RESOURCE MATERIALS
Personality plays a big part in a person's life. Will your personality help or hinder you in getting the job you want? In order that your teachers and counselors may be able to help you make decisions about your future, they must know as much as possible about you. Write a comprehensive autobiography on the form to be distributed. This information will be kept in the strictest confidence.	Book: Citizenship in Action. Painter & Bixler, Chapter 28 Film: Are You Popular? World of Work Kit (WOW), Filmstrips: Job Attitudes: Liking Your Job and Your Life - Guidance Series Set #2
Write a theme which describes an incident in which you were involved and your contribution in a situation you believed helped someone else in some way.	
Form buzz groups to discuss the following statements: (a) Persons should receive recognition for achievement. (b) A person's performance reflects his interests. (c) Grades should not be given to indicate student progress.	
Students will develop a crossword puzzle using titles of jobs which have had the greatest effect upon their lives at any given time.	Dictionary of Occupational Titles

UNIT OBJECTIVE: Students will be provided with the information and motivation that will enable them to make a career choice compatible with their interests, abilities and plans for the future.

STRATEGIES	RESOURCE MATERIALS
With information made available at learning stations referring to the various career clusters, students will illustrate, by way of charts, the contributions and importance of these career areas to our society.	Learning centers

Suggested Student Outcomes for Unit I

1. Given a list of possible personal characteristics, students will identify those necessary in an individual for obtaining and keeping a job.

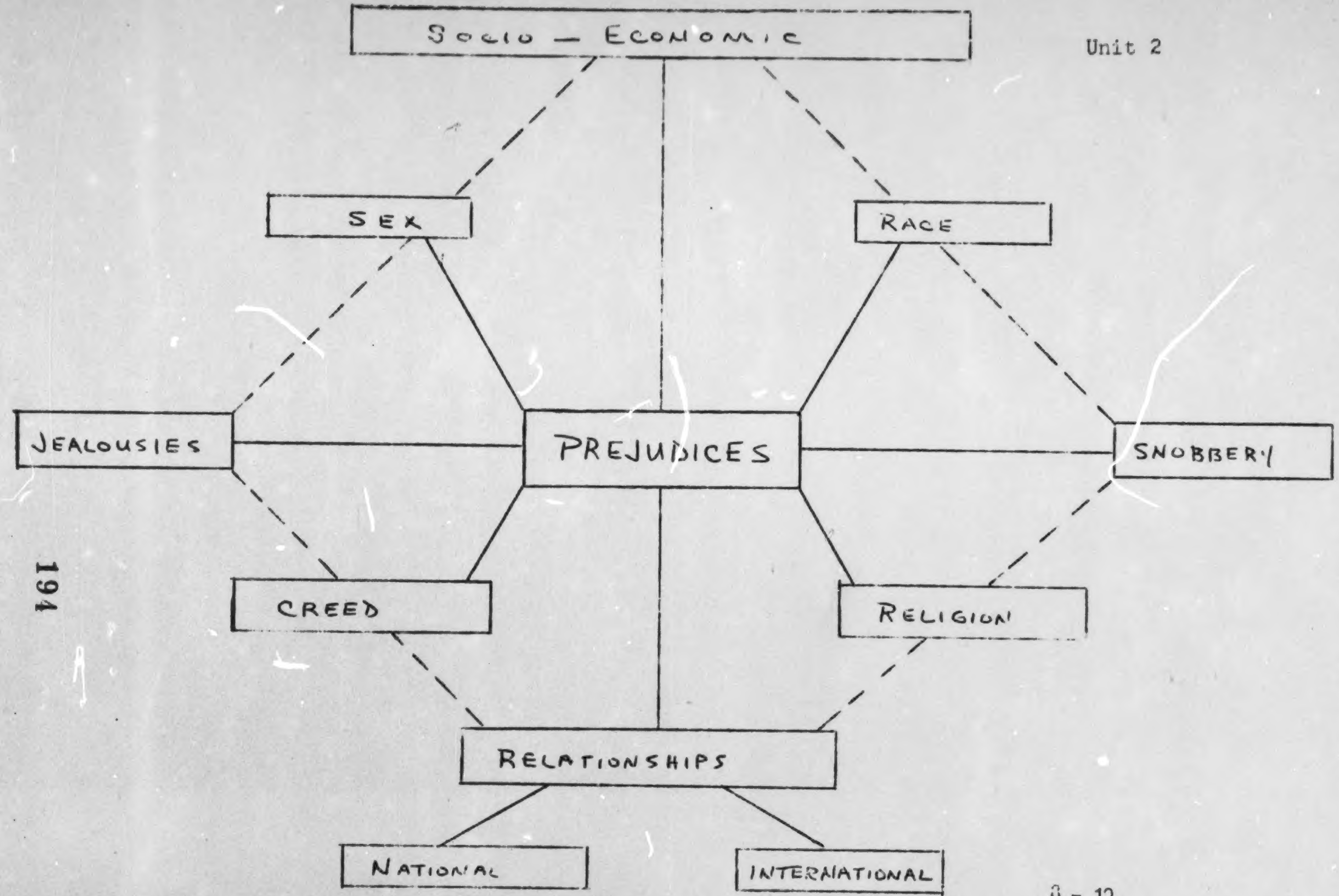
2. Given a list containing a wide range of career options, students will select the one or ones they might be best suited for and will give reasons for their decision(s).

3. Students will make a list of those qualities employers look for in a potential employee.

4. Students will critize themselves and will suggest possible improvements which could be made in their personal characteristics.

5. Students will cite situations in which individuals were released from their job and will give reasons why the situations occurred.

6. Students will design a rating scale for determining those qualifications necessary in both obtaining and performing adequately on a job.


SOCIO — ECONOMIC
SEX
RACE
JEALOUSIES
PREJUDICES
SNOBBERY
CREED
RELIGION
RELATIONSHIPS
NATIONAL
INTERNATIONAL

8 - 19

UNIT II - PREJUDICE

EDUCATIONAL GOALS:

Appreciating and respecting other persons' cultural similarities, differences and contributions to our way of living, realizing that human dignity and personality are of first importance in human relationships regardless of race, color or creed.

Using mass media to build defenses against propaganda and ideologies contrary to democratic principles and, thereby, investigating all sides of a question before arriving at a decision.

Developing the concept that "All man are created equal, and that each has the right to life, liberty and the pursuit of happiness."

Stimulating curiosity and providing information and motivation that will enable each individual to make intelligent career choices in the future--choices that are compatible with one's interests and abilities as well as one's plans.

CONCEPTS:

The United States Constitution guarantees equal protection under the law (civil liberties and civil rights), yet many have never known equality.

Basically, all people have the same biological, psychological, political and cultural similarities.

Other minority groups have benefited from the black man's struggle for equality.

There are several types of prejudice which may be expressed in many different ways.

Prejudice often leads to discrimination.

UNIT OBJECTIVE: Students will be guided to develop an intelligent understanding and an acceptance that prejudice is acquired through experiences and environmental circumstances and may apply to almost anything or anyone.

INFORMATIONAL OBJECTIVES:

Students will identify the various types of prejudices in real life situations.

Students will trace the origin of the various types of prejudice and chart the development.

Students will list the causes and consequences of prejudice and discrimination and will indicate the types of adjustments made by society.

Students will identify situations or give examples which show how other minority groups have benefited from the black man's fight for equal rights.

Having researched laws and court decisions that were designed to retard certain racial advancements, students will list, examine and evaluate these situations.

Students will examine and evaluate laws and court decisions that have brought great changes in American life.

Students will distinguish between prejudice and discrimination.

UNIT OBJECTIVE: Students will be guided to develop an intelligent understanding and an acceptance that prejudice is acquired through experiences and environmental circumstances and may apply to almost anything or anyone.

STRATEGIES	RESOURCE MATERIALS
Provide students with an activity sheet. Allow ten minutes for written reaction to its contents. Distribute an article entitled "Prejudice." Allow twenty minutes for silent reading. In oral discussion students will analyze their preconceived ideas.	Book: <u>The Nature of Prejudice.</u> Gordon W. Allport
Students will list prejudices or false impressions which they have had in the past about anything and which later they found to be wrong. Discuss.	
Ask students to write a response to the following questions: What would I like to know about other races? Do popular nationality jokes cause prejudices? Why? Have you read about people who were enslaved other than black Americans? Discuss.	Book: <u>Race and Races.</u> Richard A. Goldsby
Students will bring in and display newspaper and magazine articles concerned with how societal groups express their prejudices.	Current publications
Project: Do research on ways of living among people whose cultures differ from our own. Report results of research to class. Purpose of research: To develop a feeling of understanding and respect for all humans regardless of race, color or creed.	Any social studies text, Fort Lee non-American personnel, VSC staff and students, current publications

UNIT OBJECTIVE: Students will be guided to develop an intelligent understanding and an acceptance that prejudice is acquired through experiences and environmental circumstances and may apply to almost anything or anyone.

STRATEGIES	RESOURCE MATERIALS
Write an account of your activities during a typical day. Tell what forces influenced your actions and to what extent. Determine whether your decision to act in a certain way was triggered by prejudice.	
Imagine that you are traveling in another country and meet someone who dislikes the United States. He insists that our country is not a real democracy because it is prejudiced and discriminates against minority groups. Tell how you would handle this situation.	
Explore hiring policies (not requirements for employment) for various jobs in local plants. Determine whether these policies are valid or discriminatory.	Plant employees, plant managers, plant supervisors
Have a panel discussion on the current busing issue. The question: Do you think that busing is motivated by prejudice?	Mass media, interviews with school board members, principals and parents
Visit a local factory (preferably Brown-Williamson) to find out how local products (tobacco) are traded. Observe women employees from the point of the number employed and the positions held. Inquire about job opportunities and requirements for employment.	Local plants, plant managers, supervisors and workers

UNIT OBJECTIVE: Students will be guided to develop an intelligent understanding and an acceptance that prejudice is acquired through experiences and environmental circumstances and may apply to almost anything or anyone.

STRATEGIES	RESOURCE MATERIALS
Conduct a "Self-examination" period. Encourage students to express their true feelings on such topics as: Hair styles, Dress codes, Eighteen year-old voting, Desegregation (in a broad sense) and Inter-marriage. They man suggest others. Ask if these attitudes are motivated by prejudice.	Students
Conduct a survey among students and faculty. Find out how many (percentage) are sympathetic with the idea of a woman (regardless of race) for President of the United States or a black man for the same office. Report to class.	Students-faculty interviews with selected persons
Research the Women's Liberation Movement. What is the philosophy behind it?	Books: Women in the U.S., Woman Employment, Women and Social and Moral Questions, Current literature
Role play city dwellers and farmers depicting rural living and urban living in colonial times and the present. For both time periods, discuss the societal attitudes favoring one life style over the other.	Current literature
Invite a social worker to class. Ask her to discuss with the class her role as a service person to the underprivileged in the community. Find out the requirements and benefits of her job and whether the people whom she serves are generally stigmatized by the community. If so, why?	Social Worker

UNIT OBJECTIVE: Students will be guided to develop an intelligent understanding and an acceptance that prejudice is acquired through experiences and environmental circumstances and may apply to almost anything or anyone.

STRATEGIES	RESOURCE MATERIALS
Invite a representative from a local employment agency. Request statistics on employment. Formulate an "information desired" questionnaire concerning the kinds of jobs for which they have greatest requests, the percentage of clientele (race and sex), skills and abilities required in performing such jobs as might be named.	Employment agency representative
Have a class discussion with a student designated as moderator. The statement: Migratory workers in our western states will always face the problems they now face. Bring out reasons for this kind of life and the attitude of the general public toward these people.	
Make a graph to bring out the following differences between whites and non-whites: life expectancy, average family income, school years completed with reference to the years 1940, 1965, 1970 and 1972.	Book: <u>World Almanac</u>
Interview or invite to class a famale doctor, lawyer and politician. Find out why they chose their careers and some of the difficulties they encountered in preparation and also the disadvantages they presently experience.	

UNIT OBJECTIVE: Students will be guided to develop an intelligent understanding and an acceptance that prejudice is acquired through experiences and environmental circumstances and may apply to almost anything or anyone.

STRATEGIES	RESOURCE MATERIALS
Pretend that you are a famous Negro in the past. Relate to the class what you consider to be the high points of: your career, your struggles for identity in whatever career you chose, your achievements or contributions made to society and the obstacles you had to overcome in the process.	Books: The Negro in America, Negroes in our History, Negroes of Achievement Filmstrips: Image Makers Series - Jackie Robinson, Martin Luther King

Suggested Student Outcomes for Unit II

1. Students will identify those sources in their environment from which prejudices are acquired.

2. Students will identify several types of prejudices in real life and will also identify the means by which they are expressed.

3. Students will trace the origin of various prejudices and will chart their development.

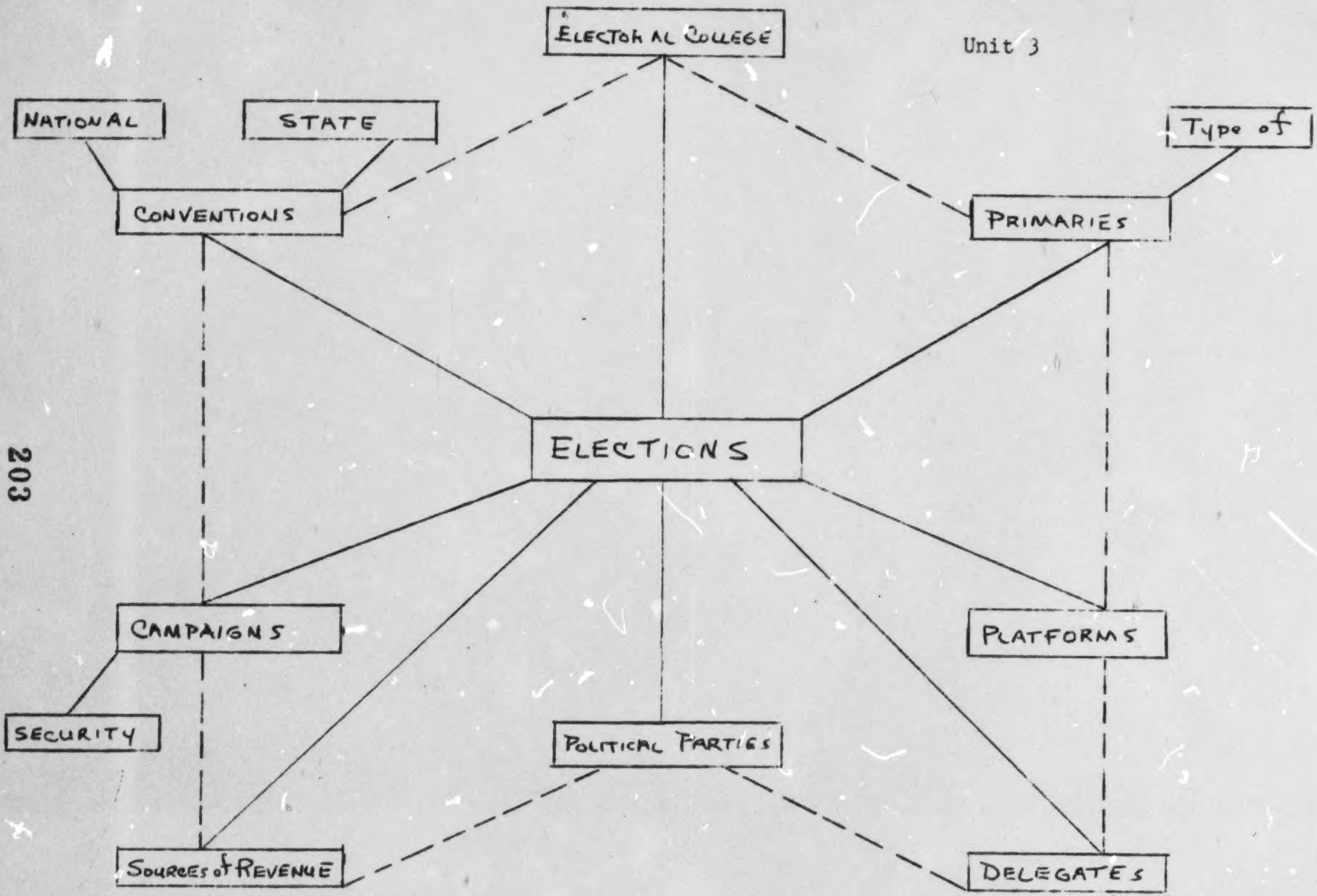
4. Students will distinguish between prejudice and discrimination by giving examples.

5. Students will demonstrate their acceptance of all persons as human beings regardless of ethnic, cultural or economic backgrounds.

6. Students will list the causes and consequences of prejudice and discrimination and will indicate the types of adjustments made by society.

7. Students will identify and give examples of situations which show how other minority groups have benefited from the black man's fight for equal rights.

8. Students will identify laws and court decisions that have brought great changes in American life.


ELECTORAL COLLEGE
NATIONAL
STATE
Type of
CONVENTIONS
PRIMARIES
ELECTIONS
CAMPAIGNS
PLATFORMS
SECURITY
POLITICAL PARTIES
SOURCES of REVENUE
DELEGATES

U - 28

UNIT III - ELECTIONS

EDUCATIONAL GOAL: Developing an awareness that it is necessary for a citizen in a democracy to be literato and accurately informed.

CONCEPTS:

Persons need to be recognized as having dignity, worth, rights and responsibilities.

Students need to develop a perception of their abilities and interests as related to career requrements in the political world.

People work for different reasons--sometimes without pay (campaign manager).

Interaction and interdependency are important necessities in achieving certain goals.

UNIT OBJECTIVE: Students will be guided to an understanding of the importance of elections in a democratic system.

INFORMATIONAL OBJECTIVES:

Students will identify election vocabulary terms.

Students will list the qualifications for various political offices.

Students will learn how and why a campaign is organized.

Students will identify the people working in a campaign and the responsibilities of the various jobs.

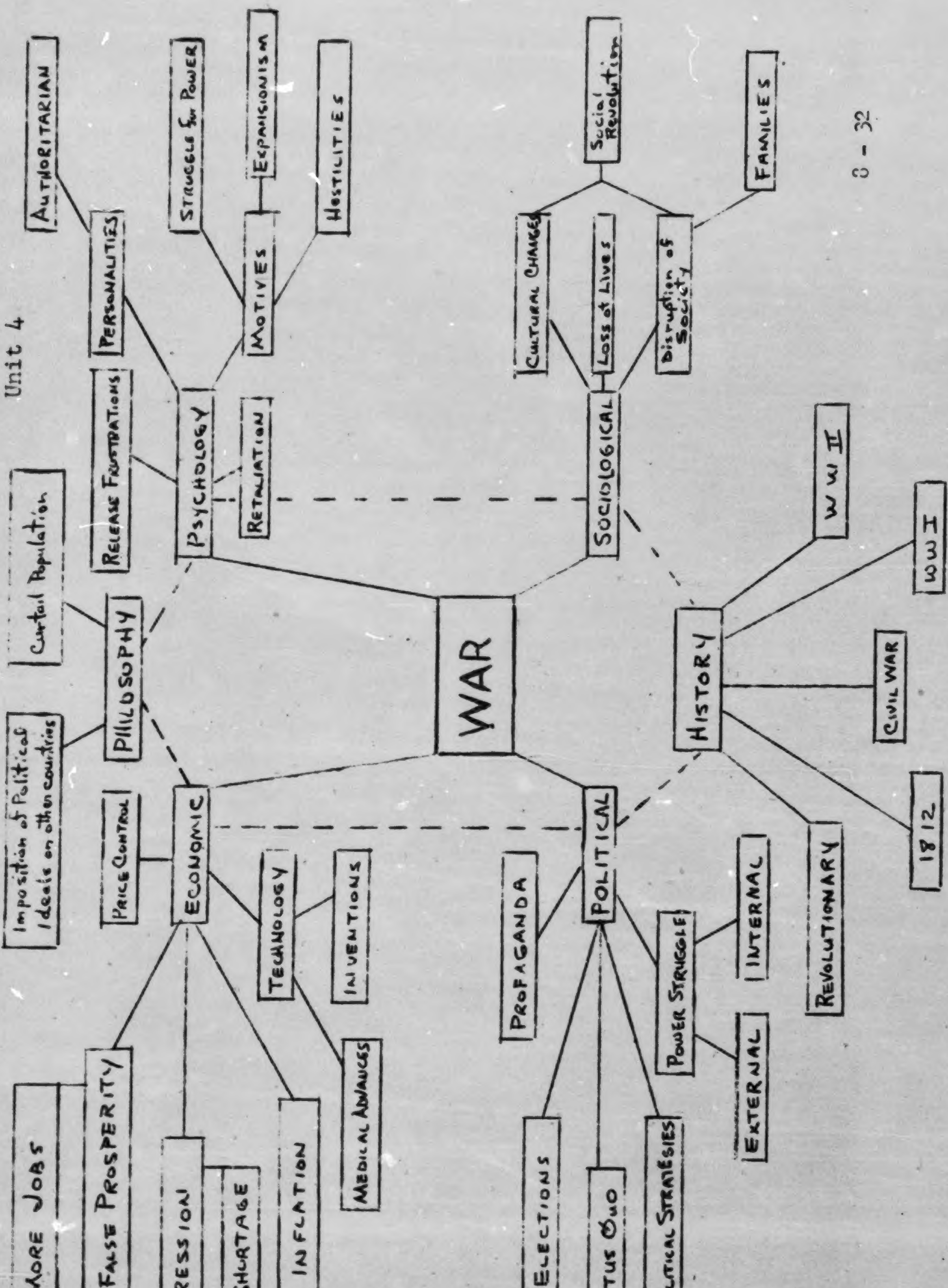
Students will differentiate between elected positions, appointed ones and ones obtained on merit.

UNIT OBJECTIVE: Students will be guided to an understanding of the importance of elections in a democratic system.

STRATEGIES	RESOURCE MATERIALS
Develop a work sheet to acquaint the student with the vocabulary used in and around elections.	Book: Free and the Brave, Junior Scholastic Magazines
Make a scrapbook concerning the forthcoming election.	Newspapers, magazines
Construct a master chart in the room to keep everyone aware of the progress of the candidates.	Newspapers, magazines
Write an essay: "If I were elected President, I would . . ." Have the other students decide if the ideas put forth are realistic enough to be put into effect.	Magazines, newspapers, news programs
Play the game "Election U.S.A."	Game: "Election U.S.A."
Run a mock election in the room allowing the students to campaign and take various roles involved in a campaign such as campaign manager, publicity chairman, etc. and come up with a Class President.	Current publications, teacher, other media
Have a class discussion: "The people who make the candidate."	Teacher, current publications
Report on political parties. Discuss their social, political and economic aspects.	Book: Free and the Brave, Encyclopedias
Have a class discussion: "The importance of Elections in a Democracy."	Teacher, Book: Free and the Brave, Game: "Election U.S.A."

Suggested Student Outcomes for Unit III

1. Students will defend the importance of elections in a democratic society.
2. Students will list and classify the various career opportunities in the political arena.
3. Students will describe the requirements for obtaining and holding a prescribed list of political positions.
4. Students will help organize and participate in campaigns for the election of school and local representatives.
5. Students will tell the difference between elected positions, appointed ones and ones obtained by merit.
6. Students will list the qualifications for various political offices.
7. Students will identify persons working in a campaign and will list the duties assigned to each position.
8. Students will trace the historical development of elections in our country.
9. Students will explain why respect and confidence are necessary character traits for elected officials.
10. Using available information, students will predict the winning candidate in a given local, state or national election.


WAR
PSYCHOLOGY
PERSONALITIES
AUTHORITARIAN
MOTIVES
STRUGGLE for POWER
EXPANSIONISM
HOSTILITIES
RELEASE FRUSTRATIONS
RETALIATION
SOCIOLOGICAL
CULTURAL CHANGES
LOSS of LIVES
DISRUPTION of SOCIETY
SOCIAL REVOLUTION
FAMILIES
HISTORY
WW II
WW I
CIVIL WAR
1812
REVOLUTIONARY
POLITICAL
PROPAGANDA
POWER STRUGGLE
INTERNAL
EXTERNAL
ELECTIONS
STATUS QUO
POLITICAL STRATEGIES
ECONOMIC
PRICE CONTROL
TECHNOLOGY
INVENTIONS
MEDICAL ADVANCES
FALSE PROSPERITY
MORE JOBS
DEPRESSION
JOB SHORTAGE
INFLATION
PHILOSOPHY
Curtail Population
Imposition of Political ideals on other countries

UNIT IV - WAR

EDUCATIONAL GOALS:	Coping intelligently with change, in as much as change is inevitable and desirable in developing situations and participating effectively in bringing about new conditions for the improvement of living.
	Using mass media to build defenses against propaganda and ideologies contrary to democratic principles and, thereby, investigating all sides of a question before arriving at a decision.
	Stimulating curiosity and providing information and motivation that will enable each individual to make intelligent career choices in the future--choices that are compatible with one's interests and abilities as well as one's plans.
CONCEPTS:	Occupational supply and demand has an impact on career planning in our technological society.
	Various groups and institutions influence the nature and structure of work.
	Job characteristics and individuals must be flexible in a changing society.
	Students need to understand economic potential as related to career clusters.
	Occupations exist for a purpose.
UNIT OBJECTIVE:	Students will be presented with the total concept of war--the interrelatedness of basic causes, advances and results of most wars.
INFORMATIONAL OBJECTIVES:	Students will identify the terminology needed to understand and discuss war.
	Students will compare and contrast the differences between war and peace-time economies.

INFORMATIONAL OBJECTIVES:

Students will compare and contrast the economic, social, political and psychological results of war.

Students will identify important events and persons connected with war.

Students will identify the technological improvements brought about by war.

UNIT OBJECTIVE: Students will be presented with the total concept of war—the interrelatedness of basic causes, advances and results of most wars.

STRATEGIES	RESOURCE MATERIALS
Develop a worksheet to acquaint the students with the vocabulary of war (depression, inflation, reparations, etc.).	Book: Free and the Brave, teacher, current publications, encyclopedia
Play a game.	Game: "Mission: Simulation of Our Involvement in Vietnam"
Study the master chart in the room showing the similarities in the economic, social, political and psychological variations caused by war.	Teacher, Book: Free and the Brave, current publications, encyclopedia
Play a game.	Game: "Propaganda"
Students will write an essay in which they compare and contrast their personal qualities with those of well-known leaders.	Encyclopedia, teacher, library
Compare and contrast well-known men and women in different wars in terms of their leadership abilities.	Biographies, autobiographies
Draw cartoons depicting the various jobs found in war.	Book: Free and the Brave, current publications
Make collages depicting some of the effects of wars (social, personal, economic, political, psychological, etc.).	Historical pamphlets, current publications

UNIT OBJECTIVE: Students will be presented with the total concept of war—the interrelatedness of basic causes, advances and results of most wars.

STRATEGIES	RESOURCE MATERIALS
Make a chart tracing the increase in casualities and expenditures in wars from the Revolutionary War to Vietnam.	Basic books on U.S. history, current publications
Play a game — "Who Am I?"	Teacher, Book: <u>Free and the Brave</u>, Current publications
Have a class discussion: The differences technological advancements have brought to war and have developed as a result of war.	Teacher, current publications, encyclopedia
Write an essay: "Why the Economy is Different During Wartime.	Teacher, encyclopedia
Make a chart showing the fluctuation of employment in conjunction with different wars.	Encyclopedia, current & historical publications
Invite a military person to discuss his or her role in the army.	Resource person
Take a field trip to a T.V. station to emphasize the role of media in forming public opinion, especially during wartime.	Teacher, T.V. station, current publications
Make a chart pointing out the good and bad aspects of war.	History text, encyclopedia, current publications

UNIT OBJECTIVE: Students will be presented with the total concept of war—the interrelatedness of basic causes, advances and results of most wars.

STRATEGIES	RESOURCE MATERIALS
Invite a panel of three military persons who have fought in various wars to help point out similarities and differences in jobs.	Resource people, encyclopedia
Have a panel discussion: "Wartime Economy as Opposed to Peacetime Economy."	Current publications, history text
Take a field trip to Fort Lee Museum.	
Write a research paper: "Careers in the Military Services."	Current publications, recruiting officer from one of the armed forces

Suggested Student Outcomes for Unit IV

1. Students will relate the availability of the wide range of career opportunities in the armed services. They will indicate how these careers may be obtained and the benefits which may be derived from them.

2. Students will demonstrate their ability in decision making, critical thinking and analysis when confronted with hypothetical problems both in and outside of school.

3. Students will point out the social and psychological effects of war on the economic and political life of nations and the world.

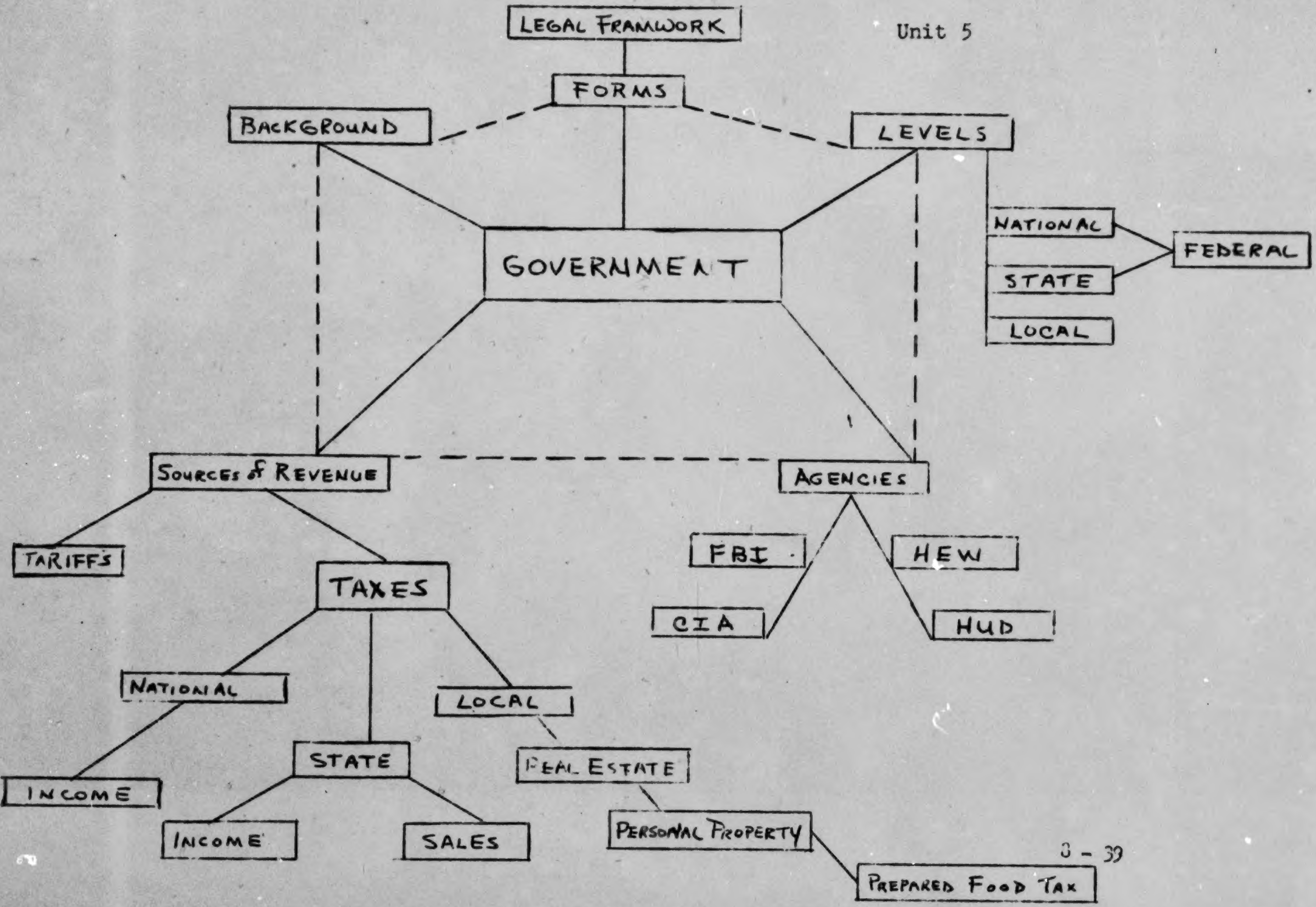
4. Students will describe the social and psychological interaction of individuals, society and the world during a war period.

5. Students will supply evidence indicating the effect of war upon technological advancements.

6. Students will describe the importance of responsible leadership.

7. Students will provide information to support the theory that "the end result of war is inflation and depression" and that this situation gives rise to new careers.

Unit 5


LEGAL FRAMWORK
FORMS
BACKGROUND
LEVELS
GOVERNMENT
NATIONAL
STATE
LOCAL
FEDERAL
SOURCES OF REVENUE
AGENCIES
TARIFFS
TAXES
FBI
HEW
CIA
HUD
NATIONAL
LOCAL
STATE
INCOME
REAL ESTATE
INCOME
SALES
PERSONAL PROPERTY
PREPARED FOOD TAX

3 - 39

UNIT V - GOVERNMENT

EDUCATIONAL GOALS:

Acquiring and using functional information and basic understanding of home, neighborhood, state, nation and world; accepting responsibility; respecting the law; gaining confidence; and gaining skill in critical thinking and problem-solving involving human relationships.

Stimulating curiosity and providing information and motivation that will enable each individual to make intelligent career choices in the future--choices that are compatible with one's interests and abilities as well as one's plans.

CONCEPTS:

Persons working on all levels in governmental careers should be worthy of respect in those relations between worker and employer.

Our form of government makes the individual assume the responsibility for planning his own future.

Governmental careers on a local, state or federal level are available on a merit basis regardless of individual status.

Interrelations in decision-making processes apply to government in the study of careers.

Through government, students are able to understand the characteristics of leadership.

UNIT OBJECTIVE:

Students will be provided with the information necessary for gaining an understanding of the basis for and the development of government and how this has created the need for more financing and more jobs.

INFORMATIONAL OBJECTIVES:

Students will recognize and use certain terms relevant to government.

Students will make charts depicting the people who run our government.

Students will list benefits and careers related to those services performed by our government.

INFORMATIONAL OBJECTIVES:

Students will identify the people who work in our local, state and federal governments and the various occupations involved.

Students will compare our government with that of other nations.

Students will recognize that people form governments for enforcing laws and providing services they cannot provide for themselves.

UNIT OBJECTIVE: Students will be provided with the information necessary for gaining an understanding of the basis for and the development of government and how this has created the need for more financing and more jobs.

STRATEGIES	RESOURCE MATERIALS
Develop worksheets dealing with the vocabulary needed to understand the concept of "government."	Books: <u>Free and the Brave</u>, <u>American Government</u>, Junior Scholastic Magazine
Have students prepare reports on the differences and similarities among city, state, and national government careers.	Book: <u>Free and the Brave</u>, Filmstrip: <u>Federal Government</u>
Make a collage composed of current and past issues of various occupations which are available in government.	Newspapers, magazines
Arrange a bulletin board to show the various services rendered by local governments.	Teacher
Draw cartoons: (a) tracing some of the contributions that men and movements have made to government, (b) political cartoons, depicting present men and/or issues.	Books: <u>Free and the Brave</u>, <u>American Government</u>, newspapers, magazines
Take a field trip to a clerk's office to investigate some duties in relation to the overall picture of government.	Clerk's office
Take a field trip to the General Assembly to see a branch of the State government in action.	State Capitol
Invite in a speaker from the executive branch of government on either the state or local level.	Resource person from executive branch

UNIT OBJECTIVE: Students will be provided with the information necessary for gaining an understanding of the basis for and the development of government and how this has created the need for more financing and more jobs.

STRATEGIES	RESOURCE MATERIALS
Take a field trip to a courthouse to see the judicial branch in action.	Court House
A policeman comes to your door, arrests you and takes you to headquarters and locks you up without a word. What are your rights?	Bill of Rights
Show slides. B 17-B44	Carousel slides: Federal System, Division of Powers, Constitution
Show filmstrips.	Filmstrips: Federal Government Series, Constitution of the U.S. Series, Communism: What You Should Know About It and Why
Write an essay: "Is it Possible For People to Live Without Government?"	

Suggested Student Outcomes for Unit V

1. Students will identify a wide variety of careers in government, will relate the requirements and preparation for a specified job, and will describe the duties performed and the benefits derived from such employment.

2. Students will name and describe the functions of the three branches of our government and will show the interrelationship of job activities in each branch.

3. Students will identify the many services rendered by the government.

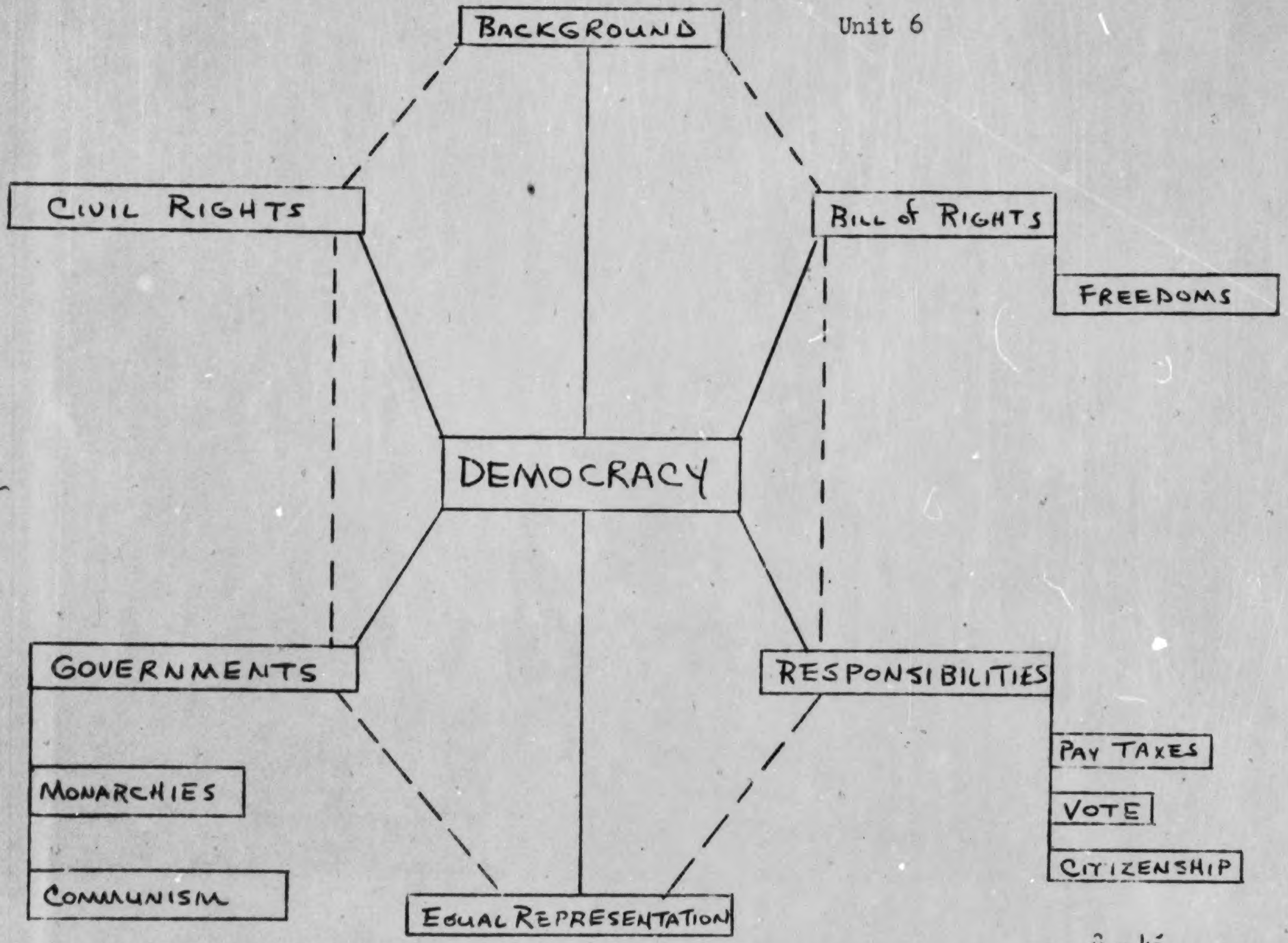
4. Students will discuss current events in government and will correctly use designated governmental terms.

5. Students will list key persons in government and will identify the job(s) which they perform.

6. Students will indicate the similarities in structure and function of local, state and federal government.

7. Students will compare the structure and function of our government with that of other nations in the world.

8. Students will briefly state the historical background of our government.


BACKGROUND
CIVIL RIGHTS
BILL of RIGHTS
FREEDOMS
DEMOCRACY
GOVERNMENTS
MONARCHIES
COMMUNISM
RESPONSIBILITIES
PAY TAXES
VOTE
CITIZENSHIP
EQUAL REPRESENTATION

6 - 15

UNIT VI - DEMOCRACY

EDUCATIONAL GOALS:

Encouraging each child to become a democratic person whose behavior is guided by democratic values.

Using dependable sources of information; locating, evaluating, selecting, organizing and presenting information effectively; and basing action on sound conclusions.

Guiding each child to develop into a useful and well-adjusted citizen by participating in and improving community life and by achieving feelings of adequacy as a person and as an accepted member of the group.

Stimulating curiosity and providing information and motivation that will enable each individual to make intelligent career choices in the future—choices that are compatible with one's interests and abilities as well as one's plans.

CONCEPTS:

An understanding and acceptance of self is important throughout life.

Persons need to be recognized as having dignity, worth, rights and responsibilities.

Individuals differ in their abilities, interests, attitudes and values.

Governmental environment and individual potential interact to influence career development.

UNIT OBJECTIVE:

Students will be presented with the concept of democracy as a way of life and will be guided by its principles and values while appreciating the sacrifices and contributions made to promote democratic living in the United States.

INFORMATIONAL OBJECTIVES:

Students will use correctly the word "democracy" so as to be able to intelligently communicate basic concepts.

Students will identify the basic features of a democracy.

Students will name and identify important personalities in history responsible for the development of democracy and will point out leadership characteristics as related to career development.

Students will list the responsibilities and rights of citizens in a democracy.

Students will list some of the changes that have taken place in our society as a result of specific events in the development of democracy.

Students will identify the problems of a democracy by citing ways a democracy can be improved.

Students will contrast the features of American democracy with other forms of contemporary government. (Monarchy, Communism, etc.)

UNIT OBJECTIVE: Students will be presented with the concept of democracy as a way of life and will be guided by its principles and values while appreciating the sacrifices and contributions made to promote democratic living in the United States.

STRATEGIES	RESOURCE MATERIALS
Write an essay on economic freedom in the U.S.	Book: Any basic American History text, encyclopedia
Write a biography on one American whom you think has contributed the most to the development of democracy through his contribution in the career world. Be prepared to defend your selection.	Filmstrips: <u>Founders of American History</u> Series, Books: <u>Who's Who</u>, any basic American History text, biographies
Have students list the characteristics of a good citizen in a democracy. Discuss how technology has made it easier for a person to be a good citizen.	Book: Any basic American History text
Play a game.	Encyclopedia, Game: "Democracy"
Debate a current question concerning democracy and careers. Example: Watergate.	Newspapers, magazines, current publications
Practice democracy in the classroom in class activities.	
Write an account of an activity observed at school or elsewhere. Indicate whether the action involved supports or violates the principles of democracy.	

UNIT OBJECTIVE: Students will be presented with the concept of democracy as a way of life and will be guided by its principles and values while appreciating the sacrifices and contributions made to promote democratic living in the United States.

STRATEGIES	RESOURCE MATERIALS
Make a list of the various occupations in and around the school. Investigate each to determine if it operates on a democratic basis.	
Discuss the entry of women into such occupations as jockeys, engineers, and mail carriers, stating the law which says there can be no discrimination because of sex.	Current publications, resource person
Role play a situation of working men. One student could represent a factory owner, another a worker and another a union organizer.	Library
Invite a recent immigrant to the class to tell about his group's culture, about its contributions to American life and about its life in the United States.	Resource person from the community
Promote school or community improvement through voluntary student action.	

Suggested Student Outcomes for Unit VI

1. Students will define the word "democracy" and will cite examples of democracy at work in American society.

2. Students will name other countries that have a democratic system of government and will indicate the similarities and differences between the structure of those governments and ours.

3. Students will list some of the changes that have taken place in American society as a result of the functions of a democratic system of government.

4. Students will demonstrate democratic principles as they interact in the classroom, at home and in the community.

5. Students will identify the basic features of a democratic form of government.

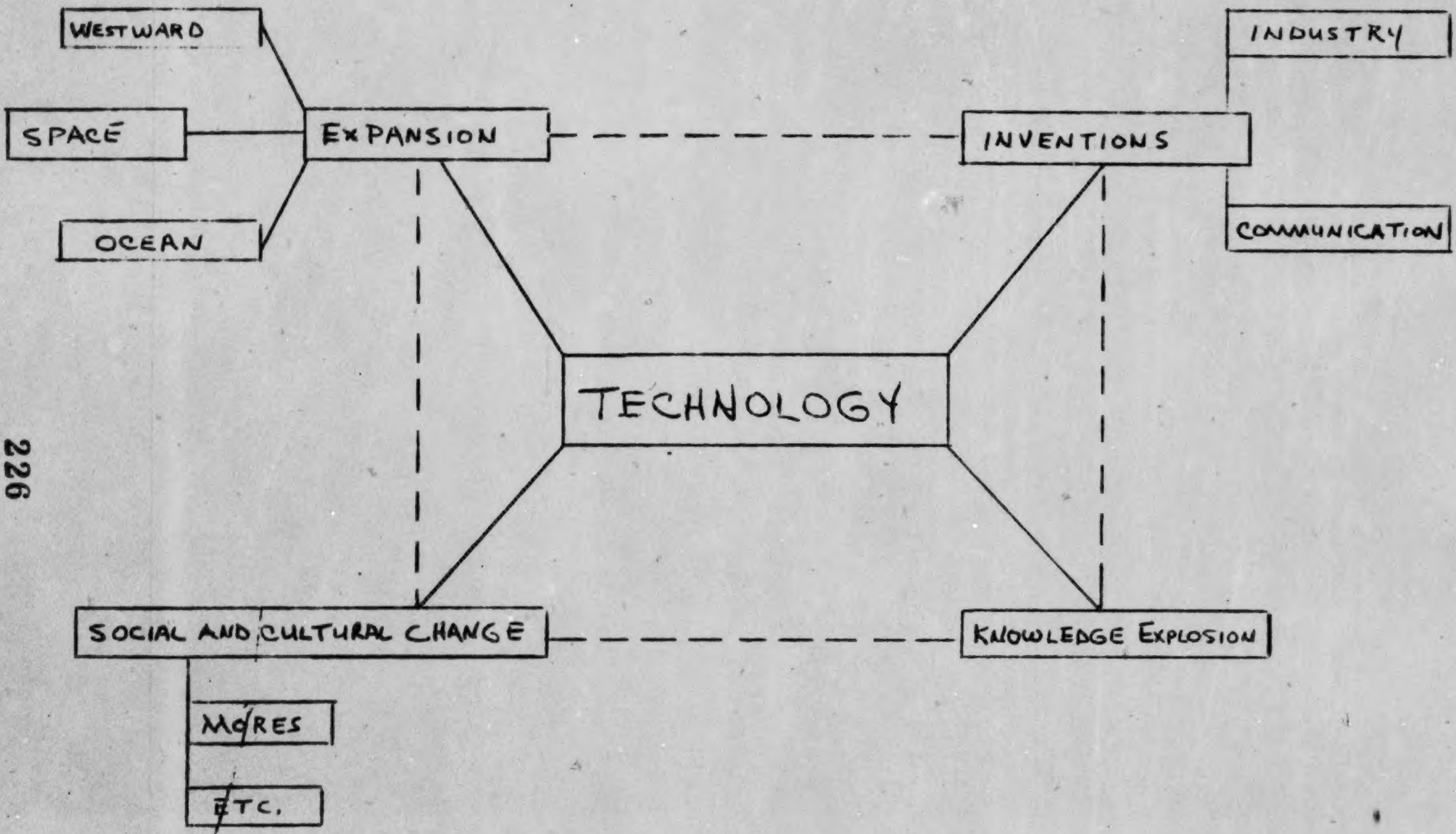
6. Students will identify and communicate the basic concepts of democracy.

7. Students will name and identify important historical personalities responsible for the development of our democratic system and will point out the leadership characteristic as a prerequisite for success in a chosen career.

8. Students will list the responsibilities and rights of citizens in a democracy.

9. Students will identify some of the problems of a democratic system and will suggest ways the system can be improved.

10. Students will compare and contrast features of American democracy with other forms of contemporary government (monarchy, communism, etc.).


WESTWARD
SPACE
OCEAN
EXPANSION
INVENTIONS
INDUSTRY
COMMUNICATION
TECHNOLOGY
SOCIAL AND CULTURAL CHANGE
MORES
ETC.
KNOWLEDGE EXPLOSION

UNIT VII - TECHNOLOGY

EDUCATIONAL GOALS:

Coping intelligently with change, in as much as change is inevitable and desirable in developing situations and participating effectively in bringing about new conditions for the improvement of living.

Acquiring and using practical information concerning such concepts as: production of goods and services, transportation, distribution, communication and conservation of natural resources.

Understanding and appreciating the impact of: scientific advancement and education upon ways of living; the effect of moral and spiritual values upon human behavior; ways to improve family life, community living, and national and international welfare; and the increasing interdependence characteristic of modern living.

Stimulating curiosity and providing information and motivation that will enable each individual to make intelligent career choices in the future—choices that are compatible with one's interests and abilities as well as one's plans.

CONCEPTS:

Occupational supply and demand has an impact on career planning in our technological society.

Job specialization caused by assembly production is an example of interdependency resulting from technology.

Job characteristics and individuals must be able to adjust to the deletion and development of various occupations caused by technology and the knowledge explosion.

Work means different things to different people.

UNIT OBJECTIVE:

Students will demonstrate an understanding and an appreciation of the impact that scientific advancement and technological change have had upon our way of life.

INFORMATIONAL OBJECTIVES:

Students will use correctly certain terminology connected with technology. (Mass production, interchangeable parts, assembly line, power, energy, etc.)

Students will determine the advancement of technology in transportation and the various occupations this offers.

Students will show technological progress in communications and will identify the careers related to this field.

Students will show a cause and effect relationship between technology and disease and will identify the health careers involved.

Students will compare and contrast the positive and negative aspects of technology.

Students will indicate the effects technology has produced on expansion in relation to space.

Students will cite the effects technology has had on expansion in relation to the oceans.

Students will indicate the effects technology has or has not had on their career choice (e.g., supply and demand).

UNIT OBJECTIVE: Students will demonstrate an understanding and an appreciation of the impact that scientific advancement and technological change have had upon our way of life.

STRATEGIES	RESOURCE MATERIALS
Plan a trip to a local factory. Arrange to see the production of one item from raw material to finished product. Ask a representative to tell about conditions in the factory. Compare what you saw and what you read about working conditions.	Book: Free and the Brave, local factory, factory representative
Plan a field trip to the Norfolk Naval Base. Arrange a tour of a modern, present-day passenger ship and a battleship.	Public transportation vehicle, ship guide
Report on: Henry Ford, Eli Whitney, Alexander Bell, Thomas Edison, Andrew Carnegie and John D. Rockefeller.	Book: Free and the Brave, library
Research and prepare a large chart which indicates the technology that has developed since World War II in areas such as transportation, communication, industry and medicine.	Library
Collect and display models which show technological advances in transportation (e.g. automobiles, trains, airplanes, etc.).	Community
Observe the home environment. Make a list of homemaking conveniences which are in use today. Discuss with parents how these new ideas in technology conserve time and energy.	Parents and home environment
Select two new advances in technology. Arrange a bulletin board display indicating the various kinds of jobs involved. Assign students to find out the kinds of skills and abilities necessary to work successfully in each area.	Newspapers, magazines, pamphlets, industrial workers

UNIT OBJECTIVE: Students will demonstrate an understanding and an appreciation of the impact that scientific advancement and technological change have had upon our way of life.

STRATEGIES	RESOURCE MATERIALS
Visit three major local industries. Find out how many persons they employ and how many of their employees live outside of the city.	Local industry plant manager
Invite several parents working on different jobs to the class to discuss their occupations.	Parents
Play the "Who Am I" game on famous pioneers of industry.	Book: Free and the Brave, encyclopedia, Game: "Who Am I?"
Take specific field trips to the four areas of technology emphasized in our unit: Communication, Transportation, Industry and Medicine.	T.V. station, airport, hospital
Automobiles, televisions, and radios are factors that have greatly changed American life. Draw a graph showing the rise in the production and consumption of them.	Book: World Almanac
Compare and contrast the development of industry in the U.S. and in other nations.	Book: World Almanac, library
Write a paper: "What Life Would be Like Without Modern Conveniences."	
Have a demonstration of the positive and negative aspects of the effect technology has had upon ecology. (Charts, field trips, discussion and research, essays.)	Filmstrips, library

Suggested Student Outcomes for Unit VII

1. Students will relate the numerous ways by which our lives are influenced by technology.

2. Students will trace the historical development of technological advancement in American society.

3. Students will compare and contrast the positive and negative effects of technology upon our lives.

4. Students will select one phase or aspect of technology (transportation, communication, etc.), trace the stages in its development and indicate how it has changed the way we live.

5. Students will indicate how advancing technology affects one's career choice or choices.

6. Students will explain the effects of technology on supply and demand.

7. Students will describe the processes involved in mass production.

8. Students will indicate the influence advanced technology has had and is having upon the creation of new jobs. Students will list several such new jobs found in the community.

9. From a selection of diversified careers in technology, students will make a chart indicating the following: duties performed, salary range, preparation necessary, demand for and benefits derived from participation in each career selected.

EVALUATION

1. Observe the extent to which each pupil displays:

   a. democratic involvement in group and committee work and discussions

   b. interest in community

   c. acceptance and understanding of other races and ethnic groups

   d. effective use of new vocabulary

   e. awareness of the world of work

   f. attentiveness and interaction with resource persons

   g. changes in attitudes and behavior toward themselves, others and the world of work

2. Administration of tests

   a. pre-test and post-test

   b. oral and written test - objective and essay

3. Evaluation by students

   a. self

   b. unit

FILMS

Aptitudes & Occupations - Coronet Films

Automation: The Next Revolution - McGraw-Hill Textfilms

Bill of Rights in Action -- The Freedom of Speech - Bailey Film Associates

By Jupiter - Welding Picture Productions

Chicago--Midland Metropolis - Encyclopedia Britannica Educational Corporation

Conservation & Our Forests - Bailey Film Associates

Development of Transportation, The - Encyclopedia Britannica Educational Corporation

Factory, The--How a Product is Made--Production - Bailey Film Associates

How a Bill Becomes a Law - Pictorial Films, Inc.

Industrial Revolution - Encyclopedia Britannica Educational Corporation

John Marshall - Encyclopedia Britannica Educational Corporation

Mussolini - McGraw-Hill Textfilms

Negro American- Bailey Film Associates

State Legislature in Action - Coronet Films

Television Serves its Community - Bailey Film Associates

The Changing City - Churchill Films

Thomas Alva Edison - McGraw-Hill Textfilms

U.S. Elections--How We Vote - Bailey Film Associates

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FILMSTRIPS

1. Choosing Your Career - Society for Visual Education
2. Dropping Out; Road to Nowhere - Guidance Associates
3. High School Course Selection and Your Career
4. Jobs and Gender - Guidance Associates
5. Job Hunting: Where to Begin - Guidance Associates
6. A Job That Goes Someplace - Guidance Associates
7. Life Issues
8. Liking Your Job and Your Life - Guidance Associates
9. On the Job: Four Trainees - Guidance Associates
10. Preparing for the Jobs of the '70's
11. Preparing for the World of Work
12. The Evolution of American Industry, Enterprise and Welfare
13. Urban Crisis Series 202-1 through 202-6
14. What You Should Know Before You Go to Work - Guidance Associates

GAMES

1. "Careers" - Parker Brothers, Inc.
2. "Democracy" - Social Studies School Services
3. "Economic System" - Social Studies School Services
4. "Election Game: U.S.A." - Social Studies School Service
5. "High Bid"
6. "Life Careers" - Social Studies School Services
7. "Mr. President"
8. "Propaganda" - Social Studies School Services
9. "Stock and Bonds"
10. "Vietnam: Our Foreign Policy" - Social Studies School Services

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CAREER EDUCATION

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5. Post Secondary Curriculum Guide,
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American Astronomical Society
211 FitzRandolph Rd., Princeton, New Jersey 08540

"A Career in Astronomy"

American Bar Association
1155 East 60th Street, Chicago, Ill. 60637

"Law Schools and Bar Admission Requirements in the U.S."

American College of Surgeons
55 East Erie St., Chicago, Ill. 60611

"Modern Surgery"

American Council on Education for Journalism
School of Journalism, University of Missouri, Columbia, Mo. 65201

"1971-72 Accreditied Programs in Journalism"

American Dental Association
211 East Chicago Ave., Chicago, Ill. 60611

"Careers in Dentistry"
"Accredited Dental Assisting Programs"

American Hospital Association - AHA Careers Series
840 N. Lake Shore Drive, Chicago, Ill. 60611

"Careers that Count"
"Technicians: Electrocardiograph and Electroencephalograph"
"Hospital Public Relations Officer"
"Central Service Technician"

PAMPHLETS (cont.)

American Orthotic and Prosthetic Association
1440 N. St., N.W. Washington, D.C. 20005

"Career Opportunities for Orthotist and Prosthetists"

American Physical Therapy Association
1156 15th St., N.W., Washington, D.C. 20005

"Careers in Physical Therapy"

American Public Works Association - Southern California Chapter
City Hall, 303 West Commonwealth Ave., Fullerton, Ca. 92361

"Career Opportunities in Public Works"

American Society for Horticultural Science
P.O. Box 109, St. Joseph, Michigan 49202

"Horticulture - A Rewarding Career"

American Society of Zoologists
Box 2739, California Lutheran College, Thousand Oaks, Ca. 93160

"Careers in Animal Biology"

California College of Podiatric Medicine
1770 Eddy St., San Francisco, Ca. 94115

"Your Career in Podiatry"

California Community Colleges
Office of the Chancellor, Sacramento, Ca. 95814

"Occupational Programs in California Public Community Colleges"

PAMPHLETS (cont.)

Department of Employment - State of California
Farm Labor Service, Sacramento, Ca. 95814

"Youth Power on California Farms"

Engineers' Council for Professional Development (ECPD)
345 East 47th St., New York, New York 10017

"After High School What?"

Engineers Foundation of Ohio
445 King Ave., Columbus, Ohio 43201

"Do You Want to Be an Engineer?"

General Motors - Public Relations Staff
Detroit, Michigan 48202

"Can I Be a Mathematician?"
"Can I Be An Office Worker?"
"Can I Be A Draftsman?"

Hospital Council of Southern California - Careers Office
4777 Sunset Blvd., Los Angeles, Ca. 90027

"Your Hospital ... Your Helping Hand"

Human Relations Program
Connecticut Mutual Life, Hartford, Connecticut

"Doors to Open"
"The Worry - Go - Round"
"Needlepoints"
"Growing Pains"
"Satisfaction Guaranteed"
"The Next Promotion"

PAMPHLETS (cont.)

HRD State Department of Human Resource Development
800 Capitol Mall, Sacramento, Ca. 95814

"Choosing Your Occupation"
"How To Do It"

Manufacturing Chemists Association
1825 Connecticut Ave., N.W., Washington, D.C., 20009

"Careers Ahead in the Chemical Industry"

National Alliance of Businessmen
1730 K. St., N.W. Washington, D.C. 20006

"Directory of Predominantly Black Colleges and Universities in the United States of America"

National Association of Hearing and Speech Agencies
919 18th St., N.W., Washington, D.C. 20006

"Job Opportunities in the Construction Industry: A Fact Sheet for Counselors and Young Men Interested in Construction"

National Center for Information on Careers in Education
1607 New Hampshire Ave., N.W. Washington, D.C. 20009

"Youth and Careers in Education"

National Association of Retail Grocers
360 N. Michigan Ave., Chicago, Ill. 60601

"Would You Like to Own Your Own Business Some Day? - Then Food Retailing May Be the Career for You!"

PAMPHLETS (cont.)

Society of the Plastics Industry, Inc.
250 Park Ave., New York, New York 10017

"Jobs in the Plastics Industry"

Travelers Insurance Companies
Hartford, Connecticut

"What Will Your Future Hold?"
"Make Your First Impression a Lasting Asset"

United Business Schools Association
1730 M St., N.W. Washington, D.C. 20036

"Excitement, Travel, Career as an Overseas Secretary"

U.S. Department of Agriculture, Agricultural Research Service
Plant Industry Station, Beltsville, Md. 20705

"Entomologists in the Agricultural Research Service"

U.S. Civil Service Commission
Washington, D.C. 20514

"Lawyers in the Federal Government"
"Federal Jobs Overseas"
"The Human Equation"
"Career Opportunities in the Federal Government"
(Computer Specialists)
"Working for the U.S."
"Senior Level Positions"
"Take a Giant Step - Go Government"
"Federal Employment of Noncitizens"
"Air Traffic Control Specialists"

PAMPHLETS (cont.)

U.S. Department of Labor
Bureau of Labor Statistics
Washington, D.C. 20212

"Why Not Be a Medical Technologist?"
"Tomorrow's Manpower Needs"
"Why Not Be A Technical Writer?"
"Why Not Be An Apprentice?"
"Jobs for Which Apprenticeship Training is Available"
"Establishing a New Career: The Social Health Technician"
"College Educated Workers 1968-80"

U.S. Department of Labor - San Francisco Branch
450 Golden State Avenue, Box 36017
San Francisco, Calif. 94102

"ORBIT"

World of Work, Occupational Field Center
310 Price Place, Madison, Wisc. 53705

"Rehabilitation Therapy: Art Therapist ... Occupation"

American Dental Assistants Association
211 East Chicago Ave., Chicago, Ill. 60611

"There's an Action Career Ahead .... when you become a trained Dental Assistant!

American Institute of Nutrition
9650 Rockville Pike, Bethesda, Maryland 20014

"Challenges of Nutrition"

PAMPHLETS (cont.)

Retail Jewelers of America, Inc.
1025 Vermont Avenue, N.W., Washington, D.C. 20005

"The Golden Touch"

The American Physiological Society,
9650 Rockville Pike, Bethesda, Md. 20014

"Medical Physiology"

American Institute of Biological Sciences
3900 Wisconsin Ave., N.W., Washington, D.C. 20016

"Careers in Biology"

National Health Council, Inc.
1740 Broadway, New York, New York 10019

"Where to get Health Career Information"

The American Dietetic Association
620 North Michigan Ave., Chicago, Ill. 60611

"Dietetics: Focus on the Future"

Council of Better Business Bureaus, Inc.
1150 17th Street, N.W., Washington, D.C. 20036

"Facts on Computer Careers"

Education Council of the Graphic Arts Industry, Inc.
4615 Forbes Ave., Pittsburg, Pennsylvania 15213

"Answers to some questions about careers in Graphic Communications"

<u>PAMPHLETS</u> (cont.)

Music Educators National Conference
1201 16th Street, N.W., Washington, D.C. 20036

"Music Is Your Business"

Executive Secretary
Society For Range Management
2120 South Birch Street
Denver, Colorado 80222

"Careers in Range Science and Range Management

American Watchmakers Institute
P.O. Box 11011, Cincinnati, Ohio 45211

"Careers in Watch Repairing"

Virginia Council On Health and Medical Care
P.O. Box 12363, Central Station
Richmond, Virginia 23241

"Virginia Health Careers"

New York Life Insurance Company
Box 51, Madison Square Station
New York, New York 10010

"Should You be a Forester?"

Pathology Information
9650 Rockville Pike,
Bethesda, Maryland 20014

"Pathology --- the Science of Disease"

<u>PAMPHLETS</u> (cont.)

International Association of Fire Fighters
1750 New York Ave., N.W.,
Washington, D.C. 20006

"It Takes A Professional To Fight Fire
Today's Fire Fighter........is a Professional"

American Watchmakers Institute
P.O. Box 11011, Cincinnati, Ohio 45211

"National Roster of Watchmaking Schools"

Structural Clay Products Institute
1750 Old Meadow Rd., McLean, Va. 22101

"Bricklaying"

Virginia Electric and Power Company
700 East Franklin Street
Richmond, Virginia 23209

"20 Questions about VEPCO and the Answers"

The American Society of Photogrammetry
105 N. Virginia Ave.
Falls Church, Va. 22046

"Your Introduction to Photogrammetry"

The Wildlife Society
Suite S-176, 3900 Wisconsin Ave. N.W.
Washington, D.C. 20016

"A Wildlife Conservation Career For You"

PAMPHLETS (cont.)

The Airline Stewardess Information Bureau
9072 South Lyndale
Minneapolis, Minnesota 55420

"Stewardess Life '72"

General Electric Company
New York, New York 10022

"So You Want to go to Work"

National Beauty Career Center
3839 White Plains Rd.,
Bronx, New York 10467

"Hairdressing and Cosmetology"

Virginia Electric and Power Company
700 East Franklin Street
Richmond, Virginia 23209

"VEPCO.....Where Tomorrow Is Happening"

Barber Career Opportunities
3839 White Plains Rd.,
Bronx, New York 10467

"A Profitable Career in Barbering and Men's Hairstyling Awaits You!"

National Career Center
3839 White Plains Road
Bronx, New York 10467

PAMPHLETS (cont.)

The National Aeronautics and Space Administration
The Ohio State University Research Foundation
Columbus, Ohio

"Seven Steps To A Career In Space Science and Technology"

Superintendent of Documents,
U.S. Government Printing Office
Washington, D.C. 20402

"Aerospace Bibliography"

Retail Jewelers of America, Inc.
1025 Vermont Ave., N.W.,
Washington, D.C. 20005

"The Golden Touch"

The Mathematical Association of America
1225 Connecticut Ave., N.W.,
Washington, D.C. 20036

"Professional Opportunities In Mathematics"

Soil Conservation Service
U.S. Department of Agriculture

"Students Start Your Career in SCS
Before You Graduate"

PAMPHLETS (cont.)

Career Information Service
New York Life Insurance Company
Box 51, Madison Square Station
New York, New York 10010

"Should You Be a Dietitian?"

U.S. Office of Education
Federal Aviation Administration
Office of General Aviation Affairs
and
National Aerospace Education Council

"Aviation - Where Career Opportunities Are Bright"

Federal Bureau of Investigation
Washington, D.C. 20535

"FBI Career Opportunities"

Instrument Society of America
400 Stanwix Street
Pittsburgh, Pennsylvania 15222

"A Rewarding Technical Career In Instrumentation Awaits You"

National Aerospace Education Association
806 Fifteenth Street, N.W.,
Washington, D.C. 20005

"An Invitation to Membership In The"

PAMPHLETS (cont.)

Eastern Airlines
Miami International Airport
Miami, Florida 33148

"Eastern"

Division of Educational Services
American Dental Hygienists' Association
211 East Chicago Avenue,
Chicago, Illinois 60611

"Careers In Dental Hygiene"

Career Information Service
New York Life Insurance Company
Box 51, Madison Square Station
New York, New York 10010

"Should You Be an Aeronautical Engineer?"

Social Work Careers Information Service
National Association of Social Workers
2 Park Avenue
New York, New York 10016

"A Career in Social Work — Tough, Exciting, Rewarding"

Granby Barber College
2512 Granby Street
Norfolk, Virginia 23517

"Unlimited Opportunities for Graduates Bulletin No. 4"

PAMPHLETS (cont.)

National Association of Real Estate Boards
155 East Superior Street
Chicago, Illinois 60611

"The Challenge of Real Estate"
"Preparing for the Real Estate Business"
"Real Estate: A Career with a Bright Future"
"Superior Equipment of the Realtor"

American Federation of Information Processing Societies, Inc.
210 Summit Avenue
Montvale, New Jersey 07645

"Afips Press Publications 1972"

Council on Dental Education
American Dental Association
211 East Chicago Avenue
Chicago, Illinois 60611

"Dentistry - A Changing Profession"

General Aviation Manufacturers Association
Suite 1200-A
Washington, D.C. 20036

"How To Land a Career Using Personal Flying"
"How To Land a Career As a Professional Pilot"
"How To Land a Career As a Flight Instructor"
"How To Land a Career As an A & P Mechanic"
"How To Land a Career As a Fixed Base Operator"

<u>PAMPHLETS</u> (cont.)

American Iron & Steel Institute
1000 16th Street, N.W.,
Washington, D.C. 20036

"The Story of Environment & Industry"

National Center for Information of Careers in Education
1607 New Hampshire Avenue, N.W.,
Washington, D.C. 20009

"Educators' Placement Guide"

National Association of Letter Carriers
100 Indiana Avenue, N.W.,
Washington, D.C. 20001

"So You Want to Carry the Mail!"

Engineers' Council for Professional Development
345 East 47th Street,
New York, New York 10017

"Do I Have Engineering Aptitude?"

Engineers' Council for Professional Development,
345 East 47th Street
New York, New York 10017

"New Careers In Engineering Technology"

Hercules
Wilmington, Delaware

"Hercules Today A Major Chemical Company"

PAMPHLETS (cont.)

Engineers' Council for Professional Development
345 East 47th Street,
New York, New York 10017

"Engineering: A Challenge"

American Association of Colleges of Pharmacy
Office of Student Affairs
8121 Georgia Avenue, Suite 800
Silver Springs, Maryland 20910

"Career Opportunities in Pharmacy"

Engineers' Council for Professional Development
345 East 47 Street
New York, New York 10017

"Engineering: Creating A Better World"

Superintendent of Documents
U.S. Printing Office
Washington, D.C. 20402

"The National Park System"

APWA Education Foundation
1313 East 60th Street
Chicago, Illinois 60637

"Career Opportunities in Public Works"

American Trucking Associations, Inc.
1616 P Street, N.W., Washington, D.C. 20016

"Practical Driving Tips"

PAMPHLETS (cont.)

Public Relations Society of America, Inc.
845 Third Avenue
New York, New York 10022

"An Occupational Guide to Public Relations

Career Information Service
Personnel Department
The Travelers Insurance Companies
Hartford, Connecticut

"What Will Your Future Hold?"

Council on Hotel, Restaurant and Institutional Education
Suite 736
1522 K Street, N.W.,
Washington, D.C. 20005

"Directory of Hotel, Restaurant, Institutional Schools"

Information Center
Public Relations Society of America
845 Third Avenue
New York, New York 10022

"Public Relations - Profession and Growth Industry"

King Features
235 East 45th Street
New York, New York 10017

"Popeye and the 15 Career Clusters"

<u>PAMPHLETS</u> (cont.)

American Society for Pharmacology and Experimental Therapeutics,
9650 Rockville Pike,
Bethesda, Maryland 10014

"This is the Profession of Pharmacology"

American Trucking Associations, Inc.
Education Section
1616 P Street, N.W.,
Washington, D.C. 20036

"Truck Drivers Dictionary and Glossary"

The National Association of Letter Carriers
100 Indiana Avenue, N.W.
Washington, D.C. 20001

"The Mail Man"

National Association of Bank-Women, Inc.
111 East Wacker Drive
Chicago, Illinois 60601

"A Career for Women -- Banking"

American Trucking Associations, Inc.
1616 P Street, N.W.
Washington, D.C. 20036

"How Trucks Serve You"

American Speech and Hearing Association
9030 Old Georgetown Road
Washington, D.C. 20014

"Speech Pathology and Audiology Career Information"

PAMPHLETS (cont.)

Mr. Edward L. Smith
Director of Admissions
Virginia State College
Petersburg, Virginia 23803

"Information about Virginia State College"

Acoounstifone Corporation
8954 Comanche Avenue
Chatsworth, California 91311

"Stuff?"

American Medical Association
535 North Dearborn
Chicago, Illinois 60610

"Horizons Unlimited"

National League for Nursing
10 Columbus Circle,
New York, New York 10019

"Do You Want To Be A Nurse?"

American Hospital Association
840 N. Lake Shore Drive
Chicago, Illinois 60611

"Hospital Career Opportunities"

PAMPHLETS (cont.)

U.S. Department of Health, Education, and Welfare
Public Health Service
National Institutes of Health
Bureau of Health Manpower Education
Division of Physician and
Health Professions Education
Bethesda, Maryland 20014

"Health Professions Student Loan Program"

Medical College of Virginia
Health Sciences Division
Virginia Commonwealth University
Richmond, Virginia

"School of Pharmacy"

Society for Technical Communication
Suite 421, 1010 Vermont Ave., N.W.
Washington, D.C. 20005

"Is Technical Writing Your Career?"

National Association of Purchasing Management
11 Park Place
New York, New York 10007

"Your Career in Purchasing Management"

American Society of Agricultural Engineers
2950 Niles Road
St. Joseph, Michigan 49085

"Change the World?"

PAMPHLETS (cont.)

The National Executive Housekeepers Association, Inc.
Business and Professional Building
Second Avenue
Gallipolis, Ohio 45631

"A Bright Future"

American Veterinary Medical Association
600 South Michigan Avenue
Chicago, Illinois 60605

"Career Facts About Today's Veterinarian"

American Veterinary Medical Association
600 South Michigan Avenue
Chicago, Illinois 60605

"Today's Veterinarian"

Scientific Manpower Commission
2101 Constitution Avenue, N.W.
Washington, D.C. 20418

"Search — Scientific Manpower Commission"

Scientific Manpower Commission
2101 Constitution Ave., N.W.
Washington, D.C. 20418

"Test Yourself for Science"

<u>PAMPHLETS</u> (cont.)

Institute of Electrical Engineering
345 East 47th Street
New York, New York 10017

"Your Challenge in Electrical Engineering"

Sheet Metal Workers' International Association
(AFL-CIO)
1000 Connecticut Avenue, N.W.
Washington, D.C. 20036

"Sheet Metal Workers & Apprenticeship Training"

Institute of Life Insurance
277 Park Avenue
New York, New York 10017

"The Search For Economic Security"

American Institute of Physics
355 East 45 Street
New York, New York 10017

"The Wise Use of Science"

The American Institute of Physics
335 East 45 Street
New York, New York 10017

"The Medical Physicist"

Public Personnel Association
1313 East 60th Street
Chicago, Illinois

"Your Career in Public Personnel Administration"

PAMPHLETS (cont.)

American College of Hospital Administrators
840 North Lake Shore Drive
Chicago, Illinois 60611

"Your Career in Hospital Administration"

United Transportation Union
15401 Detroit Avenue
Cleveland, Ohio 44107

"Your Labor Union"

National Health Council, Inc.
1740 Broadway
New York, New York 10019

"Where to Get Health Career Information"

Marine Technology Society
1730 M Street, N.W.
Washington, D.C. 20036

"Join Marine Technology Society"

Medical Library Association, Inc.
919 North Michigan Avenue
Chicago, Illinois 60611

"Medical Librarianship A Professional Career"

Mrs. Mary Wiley, Business Manager
The American Society of Zoologists
Box 2739 California Lutheran College
Thousand Oaks, California 91360

"Careers In Animal Biology"

PAMPHLETS (cont.)

Superintendent of Documents,
U.S. Government Printing Office,
Washington, D.C. 20402

"Working for The U.S.A."

Modern Learning Aids
1212 Avenue of the Americas
New York, New York 10036

"A Career In Astronomy"

The Foundry Educational Foundation
1138 Terminal Tower,
Cleveland 13, Ohio

"Engineering and Technical Career Opportunities
In the Cast Metals Industry"

U.S. Government Printing Office
Washington, D.C. 20402

"Careers in Soil Conservation Service"

U.S. Department of Health, Education, and Welfare
Public Health Service
National Institutes of Health
Bureau of Health Manpower Education
Division of Nursing
Bethesda, Maryland 20014

"Nursing Scholarship Program Career Information"

PAMPHLETS (cont.)

Oceanography Information Booklet
1730 M Street, N.W., Suite 412
Washington, D.C. 20036

"The Oceans and You"

U.S. Department of Health, Education, and Welfare
Public Health Service
Bureau of Health Manpower Education
Division of Nursing
Bethesda, Maryland 20014

"Nurse Supply & Needs"

U.S. Department of Health, Education and Welfare
Public Health Service
Bureau of Health Manpower Education
Bethesda, Maryland 20014

"Join the Life Corps"

U.S. Department of Health, Education and Welfare
Public Health Service
National Institutes of Health
Bethesda, Maryland 20014

"Health Careers Film Guide"

Data Processing
Management Association
505 Busse Highway
Park Ridge, Illinois 60068

"Your Career in Data Processing"

PAMPHLETS (cont.)

Music Teachers National Association, Inc.
Executive Secretary of MENC-
Charles L. Gary,
1201 Sixteenth Street, N.W.
Washington, D.C. 20036

"Careers in Music"

Information Service of the American Bar Association
Circulation Department 2011,
American Bar Association,
1155 East 60th Street
Chicago, Illinois 60637

"The Profession of Law"

Career Information Service
New York Life Insurance Company
Box 51, Madison Square Station
New York, New York 10010

"Should You be a Physicist?"

The American Institute of Physics
Division of Education and Manpower
State University of New York at Stony Brook
Stony Brook, New York 11790

"The Wise Use of Science"

American Astronomical Society
211 FitzRandolph Road
Princeton, New Jersey, 08540

"The American Astronomical Society"

PAMPHLETS (cont.)

Armstrong Cork Company
Attention: C.O. Hess
Liberty Street
Lancaster, Pennsylvania 17604

"Your Opportunity As a Professional
Flooring Craftsman"

United States Civil Service Commission
Washington, D.C. 20415

"Summer Jobs In Federal Agencies"

The Junior Engineering Technical Society
United Engineering Center
345 East 47th Street
New York, New York 10017

"The Jets Program"

American Society for Engineering Education
1 DuPont Circle, N.W., Suite 400
Washington, D.C. 20036

"Publications in Engineering Education"

American Geological Institute
2201 M Street N.W.
Washington, D.C. 20037

"Geology Science and Profession"

<u>PAMPHLETS</u> (cont.)

Technical Services Director
American Institute of Industrial Engineers, Inc.
25 Technology Park/Atlanta
Norcross, Georgia 30071

"First Work Measurement and Methods Engineering"

Association of American Railroads
Public Relations Department
Washington, D.C. 20036

"The Human Side of Railroading"

National Institute of Drycleaning
Silver Spring, Maryland

"Opportunity and a Future"

United Transportation Union
15401 Detroit Avenue
Cleveland, Ohio 44107

"The Unity Move In Railroad Labor"

Department of Transportation
Federal Aviation Administration
Office of Public Affairs
Aeronautical Center
Oklahoma City, Oklahoma

"You and Your Radio"

PAMPHLETS (cont.)

Department of Transportation
Federal Aviation Administration
Office of Public Affairs
Aeronautical Center
Oklahoma City, Oklahoma

"The Control Tower"
"The Flight Service Station"
"Air Traffic Service U.S.A."
"Radar Sees the Weather"
"You and Your Transponder"
"Flight----The Story of Electronic Navigation"
"Pilot's Weather--How It Is Forecast"
"You & Your V O R"

A A F
1225 Connecticut Avenue, N.W.
Washington, D.C. 20036

"Jobs In Advertising
"Questions and Answers About Advertising"

American Institute of Industrial Engineers, Inc.
United Engineering Center
345 East 47th Street
New York, New York 10017

"Team Work"

Contact local recruiting Offices

"Career Information for the Armed Services"

REX Resource Bureau
P.O. Box 2022,
Milwaukee, Wisconsin 53201

<u>PAMPHLETS</u> (cont.)

The International Oceanographic Foundation
10 Rickenbacker Causew[illegible],
Virginia Key,
Miami, Florida 33149

"Training and Careers in Marine Science"

American Hospital Association
Chicago, Illinois 60611

"Educational Programs in the Health Field"

Daniel Boone School
Mr. Samuel Vitone, Instr.
Hancock & Wildey Sts.
Philadelphia, Pennsylvania 19123

"Courses in Shoe Repairing"

National Association of Wholesaler-Distributors
1725 K Street, N.W.
Washington, D.C. 20006

"Your Career In Wholesale Distribution"

1225 East McMillan Street
Cincinnati, Ohio 45206

"International Molders and Allied Workers Union"

American Institute of Planners
917 Fifteenth Street, N.W.
Washington, D.C. 20005

"The Challenge Of Urban Planning"

PAMPHLETS (cont.)

U.S. Government Printing Office
Superintendent of Documents
Washington, D.C. 20402

"Employment Outlook for Driving Occupations"

National Association of Purchasing Management
11 Park Place
New York, New York 10007

"Purchasing As A Career"

Public Affairs Pamphlets
381 Park Avenue South
New York, New York 10016

"Wanted: Medical Technologists"

American Society of Agricultural Engineers
St. Joseph, Michigan 49085

"Change The World?"

American Society of Medical Technologists
Suite 1600
Hermann Prof. Bldg.
Houston, Texas 77025

"What Kind of Career Could I Have
In a Medical Laboratory?"

Department of Transportation
Federal Aviation Administration
Washington, D.C. 20590

"FAA Film Catalog"

PAMPHLETS (cont.)

Superintendent of Documents,
U.S. Government Printing Office
Washington, D.C. 20402

"Seven Steps to a Career in Space Science and Technology"

American Meteorological Society
45 Beacon Street
Boston, Massachusetts 02108

"The Challenge of Meteorology"

Gerald Childress
Lieutenant Colonel, GS
Director, Advertising and Information
Headquarters, US Army Recruiting Command
Hampton, Virginia 23369

"We've Got the Training You Want"

National Recreation and Park Association
1700 Pennsylvania Avenue, N.W.
Washington, D.C. 20006

"Where the Action Is"

The American Society of Landscape Architects
1750 Old Meadow Road
McLean, Virginia 22101

"Landscape Architecture .... A Professional Career in Land Planning"

__PAMPHLETS__ (cont.)

Public Relations Society of America, Inc.
845 Third Avenue,
New York, New York 10022

"An Occupational Guide to Public Relations"

Educational Division
Institute of Life Insurance
277 Park Avenue
New York, New York 10017

"It's Up To You ..... A Guide To a Career In Health and Life Insurance"